

The School Journal.

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ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

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JEROME ALLEN, }

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THIS number of THE SCHOOL JOURNAL exhibits, in a notable way, the confidence and respect of the large number of people who advertise in an educational paper. To say that THE SCHOOL JOURNAL stands at the head of all and every educational paper is to state simply a fact; some paper has to be in the lead. But THE JOURNAL deserves all its success. The amount of labor that has been and is spent on it, is simply prodigious. A large force of editors is at work day by day; every able writer is represented in its pages; thus it becomes a necessity with progressive teachers.

The advertising public want to see educational papers flourish, but they want to get their money back also. They have tried THE JOURNAL for twenty-one years and find that it pays them to be represented in its columns. It has a world wide circulation except Africa, and there is hope even of the Dark Continent. The aim is a simple one—to make a paper of real benefit to the earnest teacher. Aiming at this year after year, it has come to be a power in the educational world; this is what the advertiser wants.

THE symposium on "Aspects of the Teaching Profession," cannot but attract very diligent reading. The writers are teachers whose views are worth knowing; they never write aimlessly. "The battle is already begun," said Patrick Henry, and so the situation may be described as pertaining to educational matters to-day. A very large number of persons are determined to reach a professional stage; just how they will do it, and whether they will be recognized if they attain that position are unknown matters. Nor is it necessary; they know all that is before them; sufficient is it that teaching ought to become a profession. We must have faith to believe that what ought to be will be.

NEXT month most of the schools will close for the long summer vacation; the year's work will practically be over. Already many teachers are looking over the past and asking if the results are commensurate with the expectation they set out with last autumn. How great the obstacles in some cases! And in many cases how far beyond the teacher's ability to remove. But how many obstacles have come from a misconception of the work to be performed! The parents and teachers have one conception—to get words from a book. A teacher had a dull boy that she with difficulty taught to read in a year; knowing the parents were not in good humor she taught the pupil to recite "Mary had a little lamb," and rose to a high pitch of popularity in that household at last.

How many will say as they close their schools, "I could have done far better if I had been left alone!" A teacher gave language lessons, lessons in writing descriptions of things, to a class twelve years of age; the city superintendent in his round sat down to question them about language as he understood it. "What is the rule for the verb when the subjects are singular and connected by or or nor?" As no answer came the teacher hastened to show the many pages of descriptions written by the class all in excellent English where "or or nor" were correctly used. It was of no use. "Writing is well enough, but they must learn the why and wherefore." Who can remove the obstacle such a superintendent is?

Looking back, the teacher may well ask if she has proceeded in the way of nature—the only way in which success can be wrought. If she has, if she has induced growth, normal growth, and put that information proper for the pupil at his stage of growth before him, and encouraged its acquirement by the methods nature (as we may say) employs, let her rest satisfied, whatever may be the verdict of others.

SOME things children must be made to do, some things coaxed to do, some things induced to do, and some things commanded not to do. How can we discriminate? Common sense must decide, or as the new theologians say, "the principles of human reason." We have an example in the Right Hon. the Earl of Meath, in the *North American Review*, who says that physical education should be compulsory. Why not intellectual and moral as well? Why not all kinds of education? Why discriminate? But granted that all sorts and kinds of education should be compulsory, what do we mean by compulsory? When we say "Children must go to school," we also mean that they must study when they get there, and we also mean that they must study what the "Board" prescribes in its course of study. So it comes that education is compulsory all along the line. A "Board" must prescribe studies, teachers must adhere to this course of study, and children must learn their lessons. But there is one thing that the board cannot prescribe, this is—what sort of men and women these children must become. Compulsory attendance is not difficult, but compulsory character is not to be bought or sold as some politicians are. If we must make laws compelling children to go to school we should so exalt the law of interest that it will need no law to keep them there. As far as physical exercise is concerned it would seem as though its very nature would make it so interesting, that no force need be used to make pupils exercise their bodies. Activity is the law of childhood and when school activity follows the law of nature, a state law compelling children to practice gymnastics will be as unnecessary as one requiring them to play marbles.

AFTER a pretty thorough investigation of the eastern half of our country, it is Mr. Depew's opinion that Eastern educators have not appreciated the enormous strides that have been made in the last few years in higher education in the West. Old institutions are growing stronger, and new ones are endowed. It is being pretty well shown that we have none too many colleges, for, with the increased number of young men and women preparing for college, old schools will be full to overflowing and new ones needed to supply the increasing demand. Mr. Depew thinks that it would not be surprising if this increased demand for higher education would bring about an educational revolution by which the older and better equipped universities, with their traditions and strength, should be compelled to raise their standard and accept as students only those who intended to devote themselves to a literary life.

A PUBLISHER, well acquainted with schools, recently said, that it is just now the "fad" for teachers to be studying something, and he is glad of it. Doctors, who are worth anything, are at work at new remedies. Lawyers are looking up new cases and new applications of law, and ministers, just now, are turning the world up side down with their new criticisms. Teachers are not behind, and it is a fact that they do not intend to be. The old dogmas of teaching are discarded, and rational practices have taken their places. The teaching world has so waked up, that the sleeping part of it is of no account.

The advertisements in this issue have a close relation to the educational work of the day; it is hoped they will be carefully read; and those who write to advertisers will favor the publishers if they mention the fact that they read the "ad" in THE SCHOOL JOURNAL.

THE NORMAL SCHOOL PROBLEM.

It is by no means uncommon to find those who have graduated from a normal school expressing themselves doubtfully as to the good they have derived from it. This may not be said openly, for there is punishment for "heresy" in the educational churches. Now there are schools that claim to be normal and yet are not; they have a course of study; they discuss a book or two on teaching; they have a practice school, and yet the thoughtful graduate feels he has no grounding. A good many feel that they have been indoctrinated into a sort of fraud and are consoled only because it is in a good cause.

The feeling of one who emerges from a normal school should be that of a reverent learner standing before the child. He should as closely as possible understand the possibilities of the child, and be somewhat able to minister to his growth. To come before the public with a certain number of methods in grammar, in history, in arithmetic, but with no deep underlying sympathy with child-life and child-growth will belittle the normal school in the eyes of the public. Teaching has its end in the good of mankind; put it as we may, all teaching is a failure where the pupil does not stand on higher levels day by day. The normal school is a school for instruction in the science and art of raising men to higher levels; it is to be distinguished from the academy by the teaching test.

But there are many who enter the school with the wrong spirit, and many who conduct the school in the wrong spirit. The pupil goes from class to class and the main test applied to him is his knowledge of matters in books. In one sense there cannot be too much knowledge in the would-be teacher's mind; but the knowledge the child is to gain must mainly come to him at first hand—by his own investigations; and hence the normal school should labor to show how knowledge is gained in these "first hand" ways. The pupil should be made into a broad student, not, because he is to impart broad knowledge, but because he needs to think broadly. Teaching is a business that needs broad thinking.

For example, the teacher should be thoroughly grounded in physical science, not that he is to impart such a vast amount of knowledge of physical science, but because this knowledge will enable him to think broadly concerning the subject. But in the normal school he should investigate physical science as it is related to young minds; the question is, there, how does a child make his entrance into the domain of physical science? The subject should be approached without books; the normal student should know what questions to attack, how to make apparatus, and how to conduct his experiments.

This means that he is to go over the field as a child might, to be an inquirer, to see how first-hand knowledge is gained—quite another thing from learning pages of the text-book in physical science and reciting them to the professor in charge. It is not said he should not gain knowledge from a text-book—for the purposes of a student this is indispensable; but for the purposes of a teacher a great deal more is needed, in fact, is indispensable. The former method makes an academy; the combination of the two makes a normal school (unless the text-book is mastered before the normal school is reached).

The two obstacles that stand in the way of the normal school have just been referred to—the mental preparation of the would-be-teacher and the conception or ability of the faculty. The first is a positively enormous obstacle. A young man enters the normal school wholly wrong as to his ideas of teaching, wholly unprepared to think on the most ordinary subjects; of all subjects that need keenly-trained and discriminating minds teaching heads all occupations. Teaching demands a knowledge of human nature for practical and beneficent purposes. The idea of teaching in the minds of ninety-nine out of a hundred, yes, nine hundred and ninety-nine out of a thousand, could be embodied in a picture of a person standing before a set class with a book in his hands; he asking questions, they answering them.

The other obstacle is a great one—the inability of the faculty to make these raw young persons able

to understand and direct the energies of childhood. Jesus said, "Follow me; I will make you fishers of men;" a normal faculty might well make this their motto, "Come with us and we will make you leaders of children." To reach this the student must go over the very steps the child must go over. The obstacle in the student is often so repelling (the want of scholarship) that the faculty preests the text-book almost bodily into him; he comes out a devotee of the text-book. It is conceded he must have a knowledge basis, but he needs also an intimate knowledge of the ways in which children learn. If the faculty would set the student, for example, to teaching multiplication he could be (1) brought up by a "round turn" for violating the principles of teaching; (2) he could be indoctrinated with all right method. And this is the conclusion that must be come to, that the normal school should aim the student toward teaching the first day he enters; then as he fails (for fail he will under the criticism of a skilful overseer) say to him, "You are a narrow student; go broaden your knowledge."

It is quite certain that good cooks cannot be made at women's colleges, or good housekeepers at high schools. We make a great mistake when we mix up the practical with the intellectual in such a manner as to destroy the intellectual. A kitchen girl can make better bread than the ordinary graduate of Wellesley or Holyoke. There is a science of domestic economy, but it doesn't include the discussion of the kinds of brooms to be used in sweeping a house or dish-cloths in washing dishes. It is important to know the chemistry of bread-making, the principles of ventilation, the economy of heating, and the construction of dwelling houses, but there are ten thousand details in housekeeping that can be safely left to mothers, and not drag them into a college course. The practical faults of ordinary mothers can never be corrected by lectures in colleges. The root of all domestic troubles is in a want of scientific minds. Women do not reason from cause to effect as they ought. Science in life comes from science in thought. Accustom a girl to observe carefully, and to follow out the results of her observations in drawing relations, and when she is at the head of a family she will apply logical processes to her domestic work; in other words, she will put mind into bread, puddings, cooking, washing, etc.

Somebody asks: "What is the use of studying Latin in a woman's college?" A great deal of use, if it leads the student to observe carefully, *things*, to reason about and adapt *things*. An abstracted young woman graduate who reads Virgil and Homer, so abstractedly that the bread is heavy, and the meat is tough, and the gravy unpalatable is a nuisance in the kitchen, either as a director or a worker. She should read Homer and all the poets, and in addition be a good housekeeper. A literary, cultured woman is not necessarily an untidy one. She should make good bread, and write good Latin too. She should make good verses, and dresses, and a really good education will fit her to do everything a good woman ought to do.

RELIGIOUS instruction is an important part of the elementary schools of Prussia. It is compulsory in both public and private schools, and a part of the qualification of the teacher. Roman Catholics, Protestants, and Jews employ teachers of their own faith. In the mixed schools in the country the religious belief of the teacher depends upon the plurality of the pupils. Private schools can be selected by parents, but as such schools are under the control of the government, religious instruction is subject to the same laws. The hours devoted to religious instruction vary from four to six weekly.

It is decreed by Prussian law that the child receives only such religious instruction as the father may dictate, and no agreement between parties have any legal force. In case of the father's death, the instruction in the same faith shall continue till the child is fourteen years of age; after that children are allowed to decide for themselves to which denomination they will belong.

FOR many years military drill has been practiced in both public and private schools as a means of securing thorough discipline. Its advantages are, "according to the *Boston Traveller*," carriage, discipline, alertness, obedience, and kindred virtues." On the other hand the same paper points out its disadvantages as "the diversion of interest from the regular work of the school, priggishness, and self-esteem on the part of the officers. The conclusion is that military drill has come to stay, but it remains for its friends to solve many problems in the way of adapting it to the schools where time and strength are already tested to their utmost." Under the management of some teachers it produces excellent results, but in other hands its results are bad. Why this difference? Because in one case it is made an end, in the other a means to an end. When anything, however good, is made an end, it becomes bad, but when it is made a series of motives and forces producing character it is good. This is the test.

THE work of the little colony in New York City known as the College Settlement, because the workers are mainly college graduates, has many points of special interest to the teacher. These voluntary philanthropists are proceeding on the Toynbee Hall plan in London, and have planted their home in the midst of the poorer classes. They endeavor to elevate these people by reforming their whole course of life and thought, in a practical education. That which is wisely done on the spot by thoughtful, earnest people who are brought face to face with the pulling down influences of poverty and ignorance, is usually the application of the vital principle in the theory of character building. To create a pride in doing something *well*, in the children in this locality, was the first step toward reformation. The training of the *hand*, the *heart*, and the *head* at the same time has been the aim of all their operations. *Doing* and not "preaching" has been the plan of upbuilding, and the best results follow. There have been dress-making and cooking for the girls; clubs for the boys, self-governed, with a weekly fee; study, drill, and singing under military discipline; "afternoon teas" for the mothers; a library of 1,000 volumes; a weekly evening of games with 700 players; a penny savings bank for the thrifty; baths, summer excursions, and play days for the health. Thus the children are met at every point with some well-rounded plan for their improvement.

Everywhere the *doing* element has entered into the reformatory scheme. Reading "goody goody" stories with morals, pointing to the right way, and weeping because the children do not crowd in that direction—all this false, cold, artificial way of raising up humanity has been let alone. But the warm, humanizing, inspiring words, "Come let us do something and see how *well* we can do it" have been put in its place. If this is a study for social scientists it is a "writing on the wall" for teachers who are at a loss to know "why children don't do better when they have been 'told so many times.'"

PITHY sentences last longest. What an all-round blessing it would have been if the tons of good advice that have been given to the graduating classes of our training schools this summer, had been condensed to a few strong sentences. A father brought his son, just going into business, to the famous Edison, and asked him to give him one sentence of good advice. The great electrician hesitated a moment and then said, "Never look at the clock." What better advice than this can be given to the young teacher? She is just going out into the educational field where a lamentably large proportion of time-serving teachers are watching clocks. Not to see how much work can be crowded into an hour, but to hasten the speed of the dragging sixty minutes that holds them to a work that has no place in the heart. If such an unwilling, apathetic spirit in the school-room did not merit contempt one could almost pity its possessor; for school work becomes a well-nigh unbearable task to the teacher who engages in it simply because she "must do something."

To represent the educational world worthily is the hourly thought of the publishers of THE JOURNAL. They have selected a corps of editors who bestow skilful and unlimited labor week by week on the general structure; the ablest writers on educational subjects are called on and paid for their contributions. While writing upon educational topics is not as remunerative as upon base ball, politics, accidents, and the fashions, yet the best writers are obtainable because they desire the advancement of teaching. THE JOURNAL believes that education should be one of the great subjects of common thought in every home of the republic and has presented this subject in a manner that should dignify, elevate, and ennoble it in the minds of readers. With the advancement of education in America during the past year, it is believed that this journal has had much to do. There is a serious thought here for the teachers of the country. They have a duty in supporting an educational journal that attempts to represent them sturdily and worthily. The publishers ask every reader of this special number of THE SCHOOL JOURNAL who is not now a subscriber to become one. Principals of schools and academies, superintendents of cities (large and small), all teachers who are above what is called "the average teacher," by reading THE JOURNAL will find themselves in the "educational current," become aware of the thought of the day concerning education, know the methods employed in the most successful schools, and be fitted to enter on wider fields of usefulness.

THE London Daily Telegraph affirms that no kind of excellence in linear drawing is attainable without fundamental training in practical geometry, and that in continental primary schools boys and girls of eight years of age are not too young to be trained in the knowledge of the properties of angles, planes, and solids, in the rudiments of perspective, and in the elements of the laws of light and shade. It is very easy to talk of "dashing off" a freehand drawing, just as ignorant critics talk of dashing off poems and magazine articles; but natural aptitude granted, it is nevertheless certain that the very simplest freehand drawing, say of a quart pot, or a washstand and a looking-glass, will be all the bolder, all the more accurate and symmetrical, if there has been sufficient training in practical geometry to enable the young artist to put a circle or a cube into perspective.

THE biography of Horace Mann, by his wife, possesses an indescribable charm. From the beginning of this boy's career at school, braiding straw to buy his first books, till he died the president of a college—having accomplished meanwhile a most extraordinary work as an educational reformer—every day and every year is full of interest. The impression grows on those who have made themselves familiar with his life that he was a heaven-sent man. The two additional volumes by the enterprising publishers (Messrs. Lee & Shepard, Boston), will almost form, with the three already published, a library of education in themselves. Horace Mann pronounced what might be called educational prophecies; much that he shadowed out has already come true.

THE subject of ethics has become so important in its educational and religious applications that a school for its investigation is to be held in Plymouth, Mass., this summer. The subjects studied will be history of religions and principles of ethics. Those great principles, underlying all philosophies and religions, are coming to be considered more and more important in their relation to the right education of the people.

In the University of Minnesota nine-tenths of the boys who are being taught in the agricultural school return to farm life after graduation. The other tenth enter the agricultural college connected with the university. In this school agricultural teaching helps farm life. More and more are our special schools fitting students for doing better work along special lines of activity.

THE publishers believe that, if not now, there soon will be 50,000 persons to subscribe for THE SCHOOL JOURNAL. The past with its narrowing traditions concerning education is passing away. A desire is spreading for light on a subject more important than tariff and politics—the foundation of all real progress. It is proposed to gather into its pages materials that 50,000 earnest educators will see bears directly on their success; to point out the means for attaining a more adequate return for their labor.

PLEASE note that New York Central routes to Toronto have extended the time of absence from July 3 to August 5, 1891.

THE legal number of working hours required of a teacher is usually six, whereas in reality it is nearer ten. A working man completes his work in seven or eight hours and is free for the rest of the day; yet the ordinary workman looks upon the teacher as an especially favored individual with easy work each day, Saturdays and Sundays thrown in, and two months' rest into the bargain. But the working man does not know what he is talking about when he says the teachers have an easy time. The difficulty is that he is trying to compare two incommensurable quantities—brain work and muscle work. It takes no especial skill to shovel dirt, but it does take a good deal to train the human mind. The thoughts suggested here are many, but the result of all is, that intelligent workmen find it to their advantage to make our schools as good as possible.

THE Germans are very particular in regard to the teaching of political opinions in their schools. Recently one boy was expelled from the Dantzig gymnasium, "for having in a German essay on the celebration of the commemoration of Sedan, with full purpose and conviction, in the most unheard-of manner, calumniated and insulted everything that is holy to the Germans, so that it is not consistent with the honor of a German institute to take him again into their midst, or allow him to be examined by a body of teachers." The second expulsion was of an Untersecundaner in the Reuss gymnasium, "on account of mockery of religion and existing state institutions." This information comes to us through English type in the columns of the London Journal of Education, which congratulates itself that an English school boy who wrote an essay upholding the conduct of the Portuguese at Beira, or reflecting on Lord Salisbury's veracity, would get nothing worse than a roasting or a snubbing from his master. It is otherwise in

"The land where philosophers be,
The land which has one Kant with a K,
And many cants with a C."

THERE comes occasionally a wave of hope and encouragement as to present accomplishment of the highest results in school work that is as refreshing as a north-east breeze with the mercury at the nineties. Of such a nature are the words of Prof. B. C. Graham, principal of the Hillsborough county high school, Florida, at their recent annual commencement. In a defence of the school against the charges of irreligion, he says: "Character building is now regarded as the chief work of the school. The teacher who neglects this is rapidly losing ground. Character is the main thing, other things come in incidentally. The teacher's aim is to arouse and strengthen the pupil's thinking power. To do this the whole circle of knowledge is brought under requisition. Children are born with a love of nature in their hearts. This love is no longer allowed to grow cold or become extinct waiting for the mind to develop. From almost the first school year children are now being taught natural science, and through so much that is beautiful and so much that is grand and noble their minds and hearts are being expanded and developed so as to take in more and more of the wisdom and goodness of Him who is the author of nature. Incidentally their powers of observation are cultivated and much useful and valuable knowledge given." On the principle that human nature is vastly better when it is believed in, this optimistic opinion of present school work ought to put ambition into the whole state of Florida to live up to the ideal standard of Prof. Graham. It is a comfort to weary workers at the end of a school year of little apparent result to know that such ideals and faith are in existence. The very air is fresher and better for it.

THE Academy thinks that "whether there is a science of pedagogy or not, there is a scientific way of treating pedagogical questions." Why is this writer so afraid of admitting that there is a science of pedagogy? We have a science of psychology, a science of physiology, a science of political economy, and many other sciences, allied to the teaching science. No one denies that all these are sciences. Now why is it that when they combine to make pedagogy, that pedagogy is no science? An explanation is needed.

"ANSWER the children's questions when they ask them," pleads a lover of children. The questions of an intelligent child are the effect of the educational forces within him. To deny a child food when he is hungry is to deny nourishment to the body; to deny him the knowledge demanded by his questions is to refuse food for the growing mind.

VISITING PARENTS.

The amount of friction between parents and teachers could be lessened perceptibly if they were brought together more. "But I have no time to hunt up the parents of my children. I am too tired when school is done," exclaim hard-working teachers who often find the way rough and do not know what to do for the necessary smoothing out.

Great sympathy is due these tired teachers who find the discipline of particular children to be soul-wear-ing, and to say, "You had better go and visit their parents to-night," is adding the traditional last straw. But such visits made in a right spirit, with the official mantle left behind, will nearly always result in a light-heartedness of returning home that pays for the effort. But few parents can resist the womanly visit of a teacher who can talk something else besides school, and who can show herself friendly by that adaptation to family conditions that is one of the highest qualifications she can possess; if school examiners do not yet know, it is worth infinitely more than any percent of a text-book examination.

It is well to remember that school and the real object of the visit should not be the first things to be talked about and are only to be brought forward at the last as if certain of the help sought; in this way self-defence of the parents will not be roused to palliate children's offences.

A teacher who was eminently successful with a boy who had been the terror of the school, gave as a reason that she had been in the habit of taking tea with his mother, occasionally, all the term. "To be sure I wasn't invited," she said, "but I happened there about supper time and was always very hungry, and, utterly ignoring the want of a table cloth, praised everything that could be risked in the way of eatables." It was a new sensation to the belligerent young man to see his natural enemy, the teacher, at his mother's table and the spirit of defiance was dead for that year, at least. It may not become practicable general advice to always eat one's way into the good opinions needed from parents in the way of co-operation in discipline, but the sacrifice demanded in such ways is not greater than many adopt year after year with little result or satisfaction.

INTELLIGENT MANAGEMENT.

The sentiment in favor of skilful supervision grows stronger. From every point of the compass and by every mail come the reports of awakening interest in the intelligent management of the public schools.

A school system that was formerly supposed to be "about right," now shows weak places to eyes that have grown sharpened by thoughtful observation. Prof. Edson, of Massachusetts, in a recent meeting of teachers in Springfield, happily expressed this: "No school system can be settled like a fixed star, but is a constantly developing art which adapts itself to ever-varying conditions. The first thing necessary to a good system is to select the very best men and women for school committees, with stiff backbones. A school committee has more to do in shaping present and future life than all other town officers combined."

This statement recalls, by contrast, the standard of a certain town's people, who possessed an enviable reputation for public spiritedness, and felt ambitious for a good school, but failed to recognize the necessary qualifications for the school committee. Mr. N—, a business man of the town, who had never been thought of in connection with schools, was elected on the school board, and given the position of chairman of committee on teachers. The president of the board replying in amazement to an implied doubt as to the wisdom of the selection, said, "Why, sir, that man has excellent judgment; he is the best judge of stock in the whole county; he can just glance over a drove of cattle and tell to a fraction what they are worth by the hundred-weight." Whether it was owing to the inability of the new member to see the teachers massed in a way to be critically estimated, or whether the same standard of measurement would not apply equally in both cases, the series of blunders made by the man of "excellent judgment" compelled him to take up the role of silent partner, and finally that of a retiring member of the board.

The peculiar qualifications of mind, heart, and soul needed to make men and women eligible for membership in a school board have never been sufficiently considered to create a standard of suitability for the place. Political influences, ever alert, have taken advantage of this drowsy indifference in public opinion to rush in and take possession, and a thousand poor schools is the result.

AROUSING A LOVE OF GOOD READING.

Let it be remembered that the teacher is responsible that the child knows how to read. A little consideration will lead us to conclude that the teacher must instruct the pupil as to what he shall read. There are a vast number of bad books, books that do so much damage that it were almost better the child had never learned to read. And then, the best books are not lying around usually; they have to be sought for. So that the teacher must steadily labor to teach the pupil which the best books are, and to give him a desire to read them.

1. The first step will be to tell the pupil stories of the right kind. These must create an appetite, must excite interest for reading and for investigation. The great mine of classical stories has been worked for a thousand years, and is not yet exhausted. The story of the destruction of Troy and of the wanderings of Ulysses and of Æneas were told over and over beside the hearthstones of old Greece and Rome. They are just as delightful to-day. The recasting of these by Hawthorne in his "Wonder Book" brings them within range of every teacher.

Then there are historical stories, such as those recast by Jacob Abbot, and which gave him his fame as a writer. The stories of Cyrus, of Alexander, of Alfred the Great, of Washington, of Lincoln, of Grant and Garfield, will never be without interest.

Then there are stories of inventions that are quite as attractive. The story of Thomas A. Edison is now, while he is alive, a wonderful thing. There are stories of those who discovered and applied the power of steam; of spinning, and of weaving, of manufacturing iron and steel, of those who invented the steamboat and the locomotive, and of printing machines. The field is a large one.

Stories of travel and adventure are innumerable. The stories of Stanley and Livingstone, of Chinese Gordon and Sir John Franklin, have a tremendous power to-day.

Now the point made is that these stories should be the teacher's property; they should be at her tongue's end, as it were. A lady lately wrote: "When at school we often staid after hours to get our teacher to tell us a story." The true way to rouse a love of good literature is for the teacher to be imbued with it. It is not enough to say, "That is a bad book; you must not read it." Nor is it enough to say, "That is a good book; read that." The teacher must give the pupils glimpses of the bright fields of literature.

It is a good plan for the teacher to have the older pupils assist in this "story telling." Let him assign one to tell the story of Alexander, for example, another that of Alfred the Great, and so on. In the course of a school year the names of a hundred actors in the world's history can be made familiar to the pupils. They will want to know more about them.

2. There will be a good deal of reading, and the question will come up continually before the teacher, "What are my pupils reading?" The question should be often put to them personally, and in time they will ask, "What had I better read?" One teacher reports that she has each pupil have a little blank book in which she records the works she reads. Another teacher has a report made *viva voce* each week. "I am reading 'Ivanhoe.'" "I am reading 'Oute Mer,'" and so on. Then she comments and asks opinions. "Jennie, you had 'The Heart of Midlothian' last week; how did you like it?" The pupil is encouraged to have an opinion, and utter it.

Another teacher puts up a list of books for her Fourth Reader class to read, and encourages them in reading them. In these cases there is access to town or city libraries.

A caution must be observed here; some teachers define good books as those that discuss religion or morals; they think only of those that might belong in Sunday-schools. Twenty-five years ago it would have been impossible to have found Irving's "Rip Van Winkle" in a Sunday-school library, but it has got into a good many now. "Good reading" means rightly all that class of reading that awakens thought, and tends to give a broader scope to thought, puts the individual into a more complete understanding of his surroundings. Some of this may have a direct moral influence, some may act so only remotely. The play of Hamlet must be classed as good reading—it is exciting, but it does not degrade. Hence the teacher must not mark off romances and works of the imagination from his list of good reading.

3. Then the teacher should aim to encourage the owning of a few books by each pupil. A teacher relates:

"A stranger came to my school and asked the girls, 'What books do you own for your very own? I do not mean the Bible. I suppose you all have one. But what book do you treasure and take down and read when you want to have a very nice time?'"

Then followed a discussion, and the result was that in the course of a few weeks several of the girls had bought Longfellow's poems.

Nothing will be accomplished unless the teacher makes a business of reading herself, and of getting her pupils to read. A list of books (for pupils over twelve) should be put up in the school-room, and then questions asked. "Who have read 'Robinson Crusoe'?" "Who have read 'Ivanhoe'?" etc. The teacher who pursues some such course as is outlined above will surely arouse a love for good reading.

A CLEAR AIM NECESSARY.

It is most important for every worker in a field in which ideas play a part that he should have a right aim. The great mass of teachers have an aim; it is to teach the boys and girls to read, write, and cipher. They enter on the work with this aim; after a time they see they must include other things; they broaden their horizons, and if they come in contact with the educational current, they have a very different aim from that they set out with. Read this incident: A school of importance needed a principal; two of the trustees asked several men of standing to meet them, one coming at a time. These men were not asked to take the cube root of a number containing eleven places; they were questioned, or rather set to expound their views on education. After a month had passed one man was notified by letter of his election. It remarked, "We liked your view of education."

Now there are not so many men who have a clear aim in their school work as one would think. The course of study demands that the children be taught certain things; the trustees come in to see that that is done, and the short-sighted teacher will think if his pupils pass their examination all is well. But remember the words of the general who was congratulated on his victory: "One more such victory, and we are undone." The teacher who seeks for victory in a successful examination alone is preparing for a crushing defeat by and by. There is something higher than this. He must aim to have his pupils know some things they did not know before they came to him, but more than that, he must aim to put them in a state of right mental and moral progress.

Of two teachers of equal knowledge, that is the best who has the clearest insight into the ways and means of making the young beings before him self-active, self-governing, self-inquiring, self-watching, and self-measuring by some right standard. The aim of the teacher must be to search for truth concerning these things; he must look into his own heart, into the heart of his pupils, and listen to the teachers of the past. He must, above all, lay aside at once if he has not already done so, the idea that teaching is a small business.

HEALTHFULNESS OF SCHOOL BUILDINGS.

An English visitor is enthusiastic in praise of a system of warming and ventilation exhibited in a public school at Washington, D.C. In a school of six hundred children, with two long rows of dry closets in the basement, the air throughout the building seemed perfectly pure. A few gratings round the base of the walls and one or two larger ones over the blackboard were the only indications of warming or ventilation in a large building which was found at a uniform temperature. The teachers in every room had only to "press the button," and the heat was regulated to a degree.

The editor who records this praise from the trans-Atlantic visitor, complacently adds that as good people go to Paris when they die, so do seekers after hygienic school buildings come to America for them. Not quite. One school building that meets expectations and promises of sanitary completeness does not make a whole system of such buildings. It is to be hoped for the sake of our reputation abroad that the visiting gentleman stopped with the Washington school. It would have been exceedingly unsafe for us if he had extended investigations to a hundred average school buildings over the country that have been erected even in the last ten or twenty years. It is an undeniable fact that in a large proportion of the new school edifices of imposing appearance, the vital matters of warmth and ventilation have fallen far short of promise or expectation. A horizontal arrangement of all school buildings that meet the physi-

cal needs of children and teachers would make a very short row upon which to base gratulation.

The ordinary school-room leaves the matter of fresh air and heat wholly to the teacher. These indispensable requisites for clear brains and healthy bodies are tantalizingly close to her, but she can never quite reach them. To open or lower a window is her resource for fresh air. A draught upon the children follows at once, and she falls back into the deadening atmosphere as the lesser of two evils. To open the register is oftener to chronicle one's dependence upon the mood of an indifferent janitor, in his kingship of the nether regions, than to get the needed heat. So, with the submission for which a teacher is more remarkable than any other equally intelligent worker, she goes on day after day, knowing she is sacrificing her own vitality, and sapping the vigor—mental and physical—of her children, because she is powerless to help matters. In a whole world of fresh air, she can neither get it for herself nor give it to the children. Classes in physiology go through the daily farce of reciting the evils of carbonic acid in an atmosphere so loaded with the deadly poison that a visitor, coming in from fresh air, finds it difficult to remain. While the recess intervals and shortness of the school sessions are the life-saving agencies of the children, owing to faulty construction of school buildings, it is well to go slowly in our admiration of imposing school architecture.

SEVERAL correspondents have asked us where they shall spend the summer. The problem is indeed a large one. As very many inquirers are now breathing ocean air, a change will be beneficial.

There is the extensive region through which the Erie railroad passes. To understand something about this magnificent part of the world send to General Passenger agent Rinearson for "Summer Homes," or apply for it at an Erie ticket office. The editor is familiar with much of the wild, mountainous region described in this book and can agree with what the book says. The rates of board are usually moderate, from five to ten dollars per week. There is an extensive country on the south foothills of the Catskill mountains that is peerless in grandeur and beauty; it is reached by the Ontario and Western R. R. We remember penetrating it for the first time in company with our charming poet, Mr. E. C. Stedman; having returned from a fishing excursion we were met at the hotel with the startling news, "Garfield is shot." There is no town with freer air than Liberty; the Shawangunk mountains have high and breezy points. To know all about these health restoring places address J. C. Anderson, 18 Exchange place, or any ticket agent of the Ontario & Western R. R. The editor hopes to "put in" a week or so at Geilhard's Cliff Farm, at Sam's Point, in this very region. He likes it, and it is easy to get at.

The Catskills need no one to recommend them; they are superb. Last year the editor "took in" Twilight Park and the region round Haines Falls. The memory of the heavenly air is with him yet. To get there the West Shore, R. R. is at your service. See what is said on page 452 relative to places of summer resort up in the Catskills; by this road you ride into and among those noble mountains. Or, if you like, you can go on up into the Adirondack mountains and inhale the pine balm-laden winds that come from Canada.

The region in and among the Green mountains reached by the Vermont Central R. R. is now coming into great popularity. It is described in a book published by this road. See what is said on page 452.

AN "old teacher"—a lady—has made application to Postmaster General Wanamaker for an appointment as railway mail clerk. Her letter says, "I am a graduate of a high school in Ohio and a normal school besides. I am plenty able to handle all mail sacks." If the Civil Service Commission to whom the case is referred knew the rarity of the conditions that admits of any old teacher, having the strength or moral courage left after years of service and submission to be a pioneer in this sort of work for woman, the appointment would certainly be made.

EVEN Russia, with all of her persecution of the Jews, and autocratic rule in suppressing freedom of the press, has established special lectures for women who are working as chemists' apprentices. It is said that women are found to be much slower than men in mathematics, and that it is much more difficult for them to master chemistry on account of their want of knowledge of botany and mineralogy. What Russia needs is a good system of public schools.

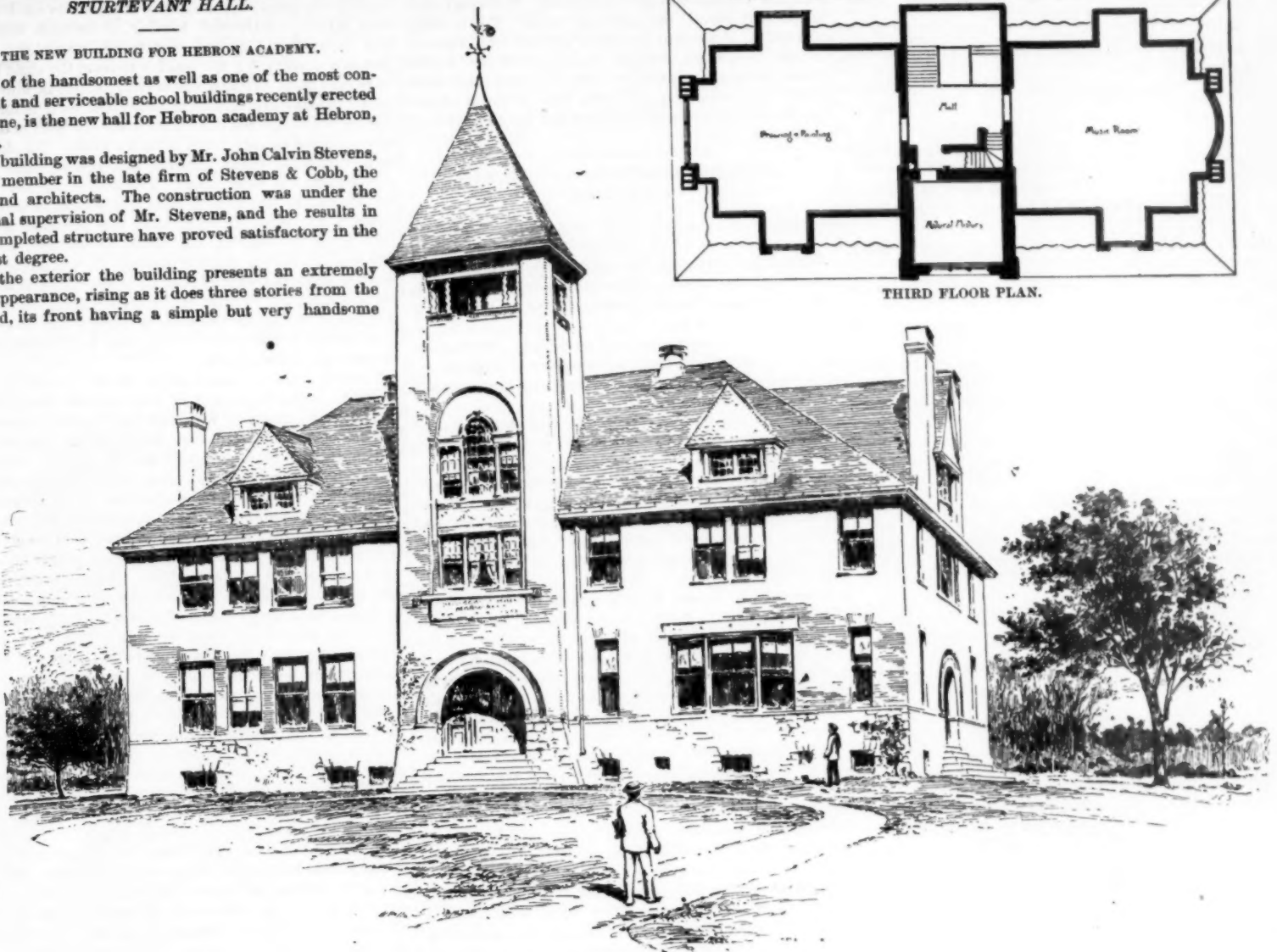
STURTEVANT HALL.

THE NEW BUILDING FOR HEBRON ACADEMY.

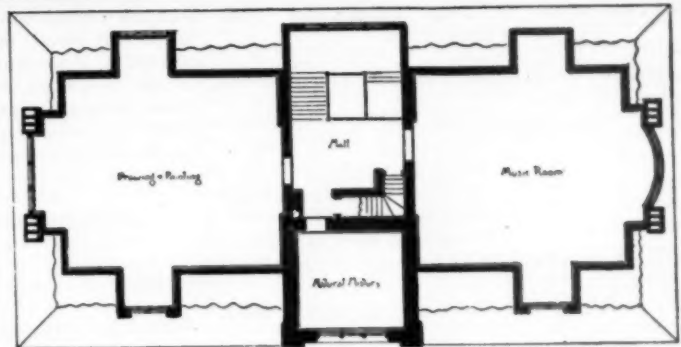
One of the handsomest as well as one of the most convenient and serviceable school buildings recently erected in Maine, is the new hall for Hebron academy at Hebron, Maine.

The building was designed by Mr. John Calvin Stevens, senior member in the late firm of Stevens & Cobb, the Portland architects. The construction was under the personal supervision of Mr. Stevens, and the results in the completed structure have proved satisfactory in the highest degree.

On the exterior the building presents an extremely fine appearance, rising as it does three stories from the ground, its front having a simple but very handsome



STURTEVANT HALL.



THIRD FLOOR PLAN.

central entrance, surmounted by a tower of exceptionally good proportion and fine outline. At the top of the tower is a belfry, from which one can see for many miles over the beautiful country which surrounds the town.

The building is of brick with an underpinning of rough granite and trimmings of brownstone. The bricks used in the construction were made near the town and are faced, thus presenting a very handsome appearance.

On the first floor are the vestibule and central hall, opening upon a long corridor to the right and upon the large assembly room at the left. From the corridor, the girls' and boys' clothing rooms, the book room, and the handsome reading room with its cosy fire-place, are on the one hand, while on the other are the rooms used in the special department of chemistry.

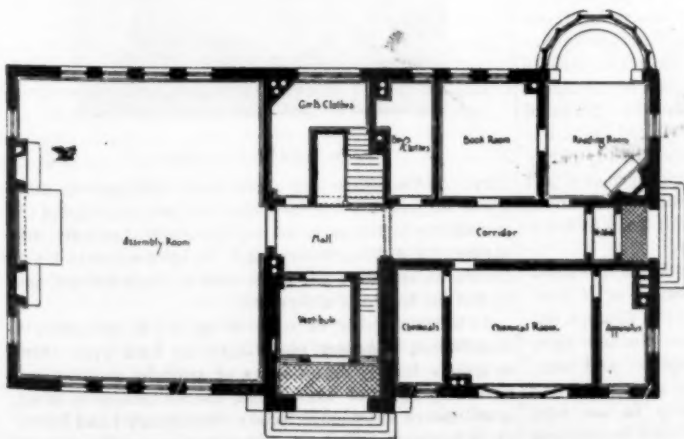
From the central hall there rises a broad staircase leading up to the upper hall and connecting corridors. The second floor is devoted to large, airy class-rooms and a very pleasant room used by the students as a place for studying. On the third floor is the large room used by students of drawing and painting, and also, across the hallway, a fine music-room. In this story the department of natural history has a special room.

Throughout, the building is handsomely finished in ash, and the plaster is painted in simple and harmonious colors which add greatly to the attractiveness of the whole.

The contrast between the present fine structure and the former buildings of the academy is very marked and shows how, since 1804, the school has grown in

wealth and in popularity, until now it is one of the most successful fitting schools in Maine.

THE teaching of music was discussed by Mr. Frank Damrosch recently before a large audience of New York school teachers. Among other thoughts he urged that "Musical instruction should begin in the lowest primary class, and should comprise, besides a number of rote songs, a thorough drill in the major scale and the relation of the sounds contained therein to each other." The program, he said, for the whole course in schools should be: For the first three years, ten minutes a day; second three years, fifteen minutes three times a week; last two years, twenty-five minutes twice a week. He also advocated the appointment of a general superintendent of music.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

SOME ASPECTS OF THE TEACHING PROFESSION.

I. As it relates to the teacher's general attainments; as, for example, to his:

- Knowledge of the world.
- " " literature.
- " " men and affairs.
- " " educational news and work.
- " " writings.
- " " text-book facts, etc., etc.

II. As it relates to the child—psychology, and the history of education.

III. As it relates to methods of teaching, ways of doing, and acceptable devices.

IV. As it relates him to parents, his "Board," and superior education.

V. As it relates to health, sanitary regulations, and physical improvement.

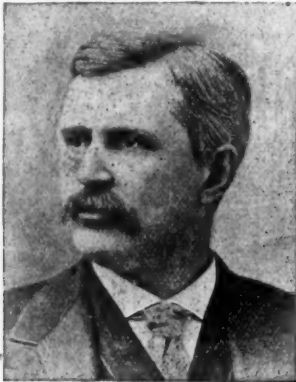
VI. As it relates him to churches, politics, and societies.

VII. As it relates him to educational papers.

VIII. As it relates him to teachers' associations, institutes, and clubs.

IX. As it relates to his professional treatment of other teachers, and ways proper to be used in securing better pay and place.

These are merely suggestions as to the general line of thought to be followed. Each writer is at liberty to select one of these special topics or take another, as it seems to him best.



HON. ANDREW S. DRAPER.

THE EQUIPMENT OF A TEACHER.

By the HON. A. S. DRAPER, State Superintendent of Public Instruction.

To know what is expected of the school is only to know what is expected of the teacher. But beyond this, no person can profitably serve the public in this way who has not a spirit and temperament suited to such employment, and who is not specially trained and prepared for it. In the early history of the public school, the ability to solve problems and thrash boys was ample equipment for a teacher. Not so now. Before a teacher can be held to be fairly prepared for what he holds himself out to do, he must have a scholarship which will make him at home in any intellectual center; he must know the history of education, he must have some appreciation of the developing processes of the human mind, and he must understand the methods which experience has shown to be best adapted to stimulate that interest and application which are essential to intellectual development, and that perseverance which alone can bring success. He must have a ready and discriminating sense, which will enable him to apply the best method in the right way and at the right time. Through all this there must shine a love for human nature and for God, as well as a patriotic devotion to the state for whose safety and by whose authority the public schools exist.

But something more than this is necessary. No employment tries the physical powers or taxes the nervous energies more severely than teaching school. The teacher must guard his words and his acts if he would be a model of deportment and maintain needed discipline. But if he cannot do this without blustering, without keeping up a cold wave or storm-flag, he can serve his country best by going into other business and not being long about it. His authority is almost unlimited. In his realm he has his own sweet way without opposition. Under such circumstances the tendency is to become autocratic and overbearing. Only sound character and thoughtful caution will enable him to guard against it. He is in continual contact with immature minds. This

is hardly conducive to mental growth. If he isn't careful he will shrivel up and blow away. Yet, a sunny disposition, a buoyant nature, a judicial temperament, an alert mind, an intimate knowledge of the world's affairs, an active sympathy with the progressive spirit of the age, must combine with love of the work and devotion to the state, in rounding out the equipment of an ideal teacher.

TEACHING SUBJECTS, OR TRAINING CHILDREN.

By DR. N. A. CALKINS, First Asst. Supt. of Schools, New York City.

This consideration of the teacher's work relates especially to the first years of the child's school attendance. The following definitions briefly express the meaning of the terms used above:

Teaching—communicating knowledge; instructing.
Teaching subjects—imparting knowledge of subjects.

Training—educating by exercise; teaching through practice by the learner.

Training children—a process of educating them by means of appropriate exercise of the powers and organs of the pupil's mind and body.

Training, in education, implies exercise of the powers of mind in connection with things observed and facts taught. Its purpose is to give such facility and habits of action as will increase quickness in perceiving, readiness in remembering, accuracy in reasoning, and skill in doing.

Teachers in graded schools frequently speak of the "great number of subjects to be taught," and of "the lack of time for teaching all that is required by the course." Long experience in observing teaching work has led me to think often of this matter, and to endeavor to learn why many teachers say so much concerning the number of subjects, and so little about the training of pupils in ways of self-helpfulness in learning whatever should be known by them. With the hope that I may aid in lifting some of the burdens which teachers suppose they are carrying, I propose to invite them to consider their relations to the pupils; to consider the real purpose in teaching young children, and to consider what use should be made of the subjects prescribed in a course of instruction.

Without attempting to describe the many differing conditions in children, when they begin school attendance; differences as to the development or non-development of their powers to learn through the several senses, as to the different facts already learned by their own experiences, and as to their ability or lack of ability to understand what they see and hear; it may be stated of the majority of young children in school that, although they look and hear, they do not know how to see nor how to listen as a means of getting real knowledge from what they see and hear.

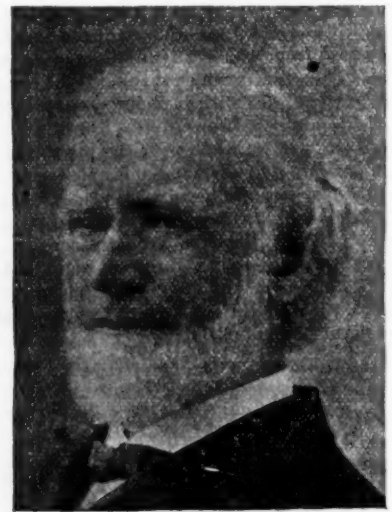
Children naturally look and hear with involuntary attention. Such attention is frequently inattention. It is often a state of mental inactivity which is so near the condition of listlessness that little or no knowledge can be gained by it. Children must learn to see and to listen with voluntary attention. This is an acquired power. It is a result of the child's desire to know about that which is the object of attention. Such attention produces a force in seeing and in listening that conveys to the mind vividness and distinctness of impressions which result in definite knowledge. The power of voluntary attention comes through proper training. When we remember that such attention must be acquired by children, in order that they may obtain and retain facts, it must be understood why training the perceptive powers to act with facility, to obtain clear and definite results, should constitute a prominent part of the teacher's work during the early years of education. No small part of the work with young children should consist in gathering up the facts which they have already partly learned, and in using these, with the appropriate object to which they relate, in such ways that the children, through their voluntary attention, shall learn to know those facts with clearness and accuracy.

When it is remembered that different kinds of knowledge, or knowledge of different properties of objects, must be learned by the activity of the mind through different senses—that color must be learned through sight—that sound, in all its varieties of speech and tone, must be learned through hearing—that a knowledge of form, drawing, writing, and the ability to use with facility the hands and limbs generally, must be acquired by means of combined exercises of the muscular sense, and the sense of sight, and that all real knowledge is acquired by means of voluntary attention through its

appropriate sense, the absurdity of trying to teach children all subjects through hearing, or through hearing and sight, should be apparent to every teacher. It is just as necessary for the teacher to train the child how to receive facts through the several senses, in order to secure satisfactory results in education, as it is for the farmer to prepare the soil for receiving the seed in order to secure satisfactory crops from his fields. The skilful farmer does not begin planting and sowing until due preparation has been made. The skilful teacher will not attempt to teach those facts which must be learned through the sense of sight until due preparation has been made by training the pupils to see attentively. Nor will the skilful teacher attempt to teach pupils to learn through the sense of hearing without special training in listening. Neither will such a teacher make the mistake of trying to teach facts through the sense of hearing which can become conscious knowledge only through the sense of sight.

Turning from a consideration of the condition of children at the beginning of their school attendance, and from the means by which all real progress in knowledge must be made, attention may now be directed to the matter of many subjects in the course. While those who are burdened with many subjects are thinking of this matter, let them remember that the communication of knowledge is not of chief importance in teaching children; and that what is more essential to success in their education is training children how to get knowledge from all appropriate sources. This training will tend to unify the many subjects and lead to a broader development of the pupils. And, further, let it be remembered that the work, by and through which the pupil learns to know, is done by that pupil; that the true work of the teacher is that of guiding the learner in suitable ways for getting knowledge; that the chief business of the teacher is to train the pupil to act for himself in learning, and thus to teach himself. But in order to secure this important condition on the part of the pupil, the teacher must awaken a desire to know, and develop a taste for knowledge, that will cause the putting forth of the necessary efforts to gratify the desire.

An incident that occurred about a year ago may aid in illustrating the nature of the teacher's work. While trying to teach a three-year-old boy, by means of elementary sounds, to pronounce his name distinctly, he listened attentively as I uttered the groups of sounds in his name, three or four times. After he had made two attempts to imitate me, without satisfaction to himself, he said, "I teach myself by-and-by," and turned to his



DR. NORMAN A. CALKINS.

play. Not meeting him again for nearly three months, I was surprised when he came and reminded me of his promise by twice pronouncing his name distinctly, and saying, "I did teach myself." In five minutes I had guided an attentive boy in the way to teach himself, and he did the teaching afterward.

As to the number of subjects named in the course of instruction, teachers may learn to look upon them as means for so many ways of training pupils to get necessary kinds of knowledge, rather than as so many quantities of knowledge to be communicated and locked up in memory. Right training will secure the acquisition of the proper amount of knowledge in each subject. The teacher should remember that the children in a class are there to be trained in habits of interested attention,

to be trained in ways of learning by means of personal observation through their own senses; that for the purpose of such training appropriate exercise must be provided, with color, form, number, drawing, writing, reading, spelling, and with all other subjects necessary to produce a suitable development of the pupils' powers, and to give them the ability to learn more, by their own efforts. The quality of the knowledge thus obtained will be of more worth than any quantity that can be communicated to the memory. The pupils that are taught to depend upon the teacher, and expect to learn by being told, who are not trained to bring their own powers of getting knowledge into exercise, will cause the number of subjects in the course to become a burden to the teacher. Avoid this burden by studying your pupils and training them to learn by their own efforts. Lead them by your guiding incentive, while they teach themselves, and thus you may escape much of the burden of teaching many subjects.



DR. THOMAS HUNTER.

A WORD TO YOUNG TEACHERS.

By DR. THOMAS HUNTER, President Normal College, New York City.

Any person who has observed and studied children in their play must have noticed that about one child in every ten is a born leader. This leader may be a little boy whom all the others obey, or a little girl who performs the part of school-teacher and compels the others to submit to her authority. The leader may not be the oldest or the strongest, or even the wisest or the best. But the child-leader is sure to possess the grand qualification called tact. "The child is father to the man." The child possessing this great gift of tact will certainly grow into the successful man or woman, provided a fair field is given and no vices intervene to retard progress. Next to high moral character, tact is the chief qualification of an able teacher; and whoever possesses it needs little normal training. A good education and a knowledge of the theory of teaching are, of course, indispensable; but if equipped with this power, the teacher will be able to govern from the first moment she enters a class-room. She will do the right thing at the right time. She is a born teacher. And so we have the born statesman, the born minister, the born leader in every walk of life to whom tact is the *sine qua non*.

Now the question is, What is tact? Webster defines it, *touch, feeling, formerly the stroke in beating music; peculiar skill or faculty, nice perception or discernment*. Some one has called it "a sixth sense." As the teacher, the minister, and the statesman control, direct, and govern human beings in the aggregate, how necessary it is, then, that they should possess this comprehensive mental faculty—this nice perception of the relation of things. Tact is granted by the Creator in various degrees. To a few He has given full measure to overflowing; to others but scant allowance;—to one ten talents, to another only one talent. The ignorant and the vicious may possess it; the learned and the virtuous may be without it. Those deficient in tact will find teaching an extremely difficult and wearisome profession; and it would

be much better for them to seek other employment.

If tact be almost wanting, can it be improved? Can it be imparted like knowledge, or developed and cultivated like reason? In all probability it can not. There is so little to build upon. The person deficient in tact may become learned and even able in certain vocations; but in his dealings with human beings he will constantly blunder. The scholarly man who, for lack of tact, makes sad mistakes in the common affairs of life, is met in every town and village throughout the land. He may be a fluent speaker, but he offends his audience; he may be a good imparter of knowledge, but he irritates his pupils. Can tact be improved? Certainly, provided always there is enough of it to make a solid foundation; and in order to improve it, there must be the most careful normal training; the constant cultivation of the "sixth sense," the "nice perception," as Webster pithily calls it, which enables a person to observe the true relation of things.

The seeing eye always accompanies tact. Hence the thorough training of the knowledge-giving sense of sight is of great importance. The young teacher must learn to see in a single glance every member of a large class, and to observe without effort the slightest movement which might lead to disorder. This is the physical side of perception; and practice will greatly strengthen it. But there is also a mental side. The inexperienced teacher must be able to discern nicely the intellectual and moral characteristics of her pupils; she must acquire by close observation a knowledge of human nature—of human emotion which is the spring of human action. But while seeing all, she should be occasionally very blind; for she must not permit her pupils to think her a spy. Here is where tact enters as a most important factor in government. To quote the good Sir Walter—

"His was the spying eye
Which spying all seemed not to spy."

Care, however, must be taken to prevent such an over exercise of tact as may tend to lower the moral character. There must be neither pretense nor hypocrisy. Truth, not only spoken truth, but acted truth, must be the corner-stone of all good instruction.

The next necessary qualification for the young teacher is a clear, sympathetic voice. If, in addition, it be sweet and musical, so much the better. How much of Gladstone's success as a great party leader is owing to his magnificent voice, whose tones have been compared to those of an organ! The great preacher's voice has often done more to make his reputation than the matter of his sermons. How many a fine speech is ruined by a nasal twang! How many a beautiful sermon is injured by a bad delivery! How many a good teacher destroys her influence by a cold, hard, sharp, "snappy" voice! Whoever intends to become a teacher should begin at an early age to learn to speak; because the tongue is the working tool of the teacher. The selected reading lessons of the school are not enough. She must read aloud and even declaim at her home. She must acquire the tones that convey emotion, particularly affection and pity. She must learn to speak so distinctly that her low, firm, sympathetic voice will penetrate every part of the recitation room; and yet, if occasion call for it, she should be able to express righteous wrath in tones that the children will never forget. She should also remember that if thunder storms came every day we would soon cease to regard them. A teacher with a coarse or vulgar voice is sadly handicapped in the work of instruction, no matter what may be her other qualifications. The children resent it, and often rebel against it. A voice of this kind creates more disorder perhaps than any other defect. The young teacher should remember that a coarse or vulgar voice is easily cured. She can listen attentively to some friend who possesses a low, sweet voice, and go straightway and imitate her. She can pick out some simple, pathetic paragraphs from some good author, such as the death of little Paul Dombey or of Little Nell, from Dickens, and read them aloud again and again, until the tone of the voice becomes surcharged with feeling. There must always be a soul in the tone. Practice, constant practice, particularly if the learner be young, will soon enable her to acquire control of her voice. She should learn to speak from the chest and not from the throat, if not for the children's sake, at least for her own.

The young teacher should possess a dignified carriage before her class. There should be no outward evidence of physical weakness. If she be tall and good looking, so much the better. But as a fine presence is not given to every daughter of Eve, dignity of bearing can be readily acquired, even by those who may happen to be

insignificant in appearance. The young teacher should learn to walk! That is to say, she should learn to walk with a firm, free, easy, uniform step, as though she had full command of every muscle of her body. She should carry her head erect, her shoulders thrown back, and her chest expanded; but not too much so, for fear of going to the other extreme, and making herself ridiculous. A shambling gait is often the first indication of mental imbecility. The simplest way to acquire a fine carriage is to march to music, to take abundance of exercise in the open air, to eat nourishing food at regular intervals, and to take daily at least eight hours sleep. Perfect health will give perfect muscles, and perfect muscles will produce the very poetry of motion, and as a matter of course a dignity of bearing which will command the respect of the pupils.

The necessary qualifications, then, for a successful teacher are, on the intellectual side, a good education, a thorough knowledge of the theory and practice of teaching, and tact, which is to the instructor what genius is to the poet; and on the physical side a "seeing eye," a clear, sweet, sympathetic voice with a soul behind it, and a dignity of manner which establishes order without effort. But let it not be forgotten that tact is the main qualification, and the most uncommon. A teacher without it is as wretched as the soldier without courage.



SUPT. SHERMAN WILLIAMS.

THE RELATION OF SCHOOL BOARDS TO SUPERINTENDENTS AND PRINCIPALS.

By SUPT. SHERMAN WILLIAMS, Glens Falls, N. Y.

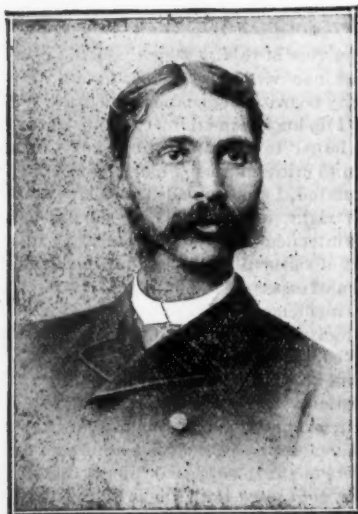
There is a view of this question that is not often spoken of, and yet one well worth considering. I shall not speak of city boards of education, as I know nothing of them, but I do know something of school boards in villages and larger towns, and while they are no doubt fairly open to criticism, being mortal and finite, like the rest of mankind, I am compelled to believe that they are sometimes right, even when they do not agree with their superintendent or principal, and that no inconsiderable part of the criticism passed upon school boards by principals and superintendents is merely as a cover to their own inefficiency. There is no lack of public and private criticism of school boards, much of which is just and deserved.

May it not be well to look, for once, on the other side of the question. It is not a popular thing to do, in educational circles, but it may be wholesome, for all that. Either there ought to be school boards or there ought not. If there ought to be, then it follows that there ought to be duties connected with school affairs that they can perform better than superintendents or principals. Yet whenever they do not think as we do, we are very likely to talk and act as though they were necessarily in the wrong; as though they should be mere nonentities, having no thoughts but ours, and as though their whole duty was to help carry out our ideas. In most cases were we to change places with them, or take their places, we would allow the superintendent and principal much less freedom than they do. I have very little sympathy, in the main, with those who are eternally criticising school boards. School boards make many mistakes; there is no doubt of that. Who does not? Neither is there any doubt that school boards are generally made up of good citizens, much above the average, in intelligence, business capacity, and integrity. It is not generally true that a superintendent or principal goes to the wall because of a

lack of liberty—rather because he has more liberty than he is capable of exercising with safety to himself, or with profit to his school. We school men very commonly misunderstand the people. We lack the ability to put ourselves in their places, and, because of this, blunder tremendously. Most of us have not been enough into the busy world. We look upon it from a distance, but are not of it. If school boards gave us absolute liberty to manage our schools as we chose, most of us would lose our heads in a year, and do the cause of education where we were incalculable damage. A few men would not, and might do grand work under such circumstances; but we have to deal with average men and average condition of affairs. In the main, the exceptions will take care of themselves. Generally a man is given all the liberty that it is well for him to have, more often too much than too little.

I think it is a common mistake in school work to reason from an ideal condition that never did or will exist, and that this is a mistake that is peculiarly the mistake of school men. School boards generally take things as they are, and therein they are wiser than we. It is a great waste of time to try to do the things that cannot be done, no matter how desirable the thing may be. A school board can be, and very often is, of incalculable value in holding a superintendent to the things that can be done when he would, if allowed to do so, spend much time in attempting the impossible. School boards have better opportunities than we for learning what the public sentiment is, and while the teacher should be the leader of the educational forces of the district, it should never be forgotten that real leaders must often seem to be followers.

I am constrained to believe that no small part of the current criticism of school boards is dishonest criticism. So long as men are weak, wicked, or lazy, it matters not which, there must be scapegoats. I imagine that school boards are being made to do large service in that capacity now-a-days. We have many weak teachers, many lazy ones; not, I fancy, many who are especially wicked. But we have many who are practically worse than all three put together; they are cowardly. No man who is afraid will ever accomplish much. Men will not trust a man who does not trust himself. We cannot expect others to walk along a path in which we are afraid to lead the way. Let us stop criticising school boards until we have made the most of the opportunities that we have. Let us not ask them to be brave when we are cowardly. Let us not ask them to do what we would not do if we were in their places. We who are paid for the work must not ask those who are not paid to brave the storm of which we are afraid.



PROF. C. H. MCGREW.

THE PSYCHOLOGY OF CHILDHOOD—WHAT IT TEACHES THE SCIENTIFIC TEACHER.

By C. H. MCGREW, M.Ph., Pres. School of Methods, San Jose, Cal.

I am to tell you some of the most interesting and important facts the study of the child mind furnishes to the scientific teacher. Unless you have lovingly studied the unfolding of the child's whole being—the most wonderful of all natural developments—you will hardly be ready to appreciate and receive these far-reaching truths. But your own soul has passed through these wonderful stages of development, and I feel I can safely

rely upon the instinctive and unconscious association of your present mind with your child mind to give you convictions of these truths.

1. *The psychology of childhood teaches us the order and progress of the development of the special senses.* It shows that the child learns to see, to hear, and to perceive through the touch, by many and oft repeated efforts—just as he learns to walk and talk. In each of these processes it takes thousands and thousands of efforts to accomplish the results; and especially in the unfolding of the senses and the development of the intellect these processes of sense perception are dependent upon each other.

2. *It teaches us that, long before the child acquires language, he acquires ideas, concepts, and the capacity to think;* that language does not develop primarily the intellect in the child, but that the intellect in the child and in the race has invented language; that language is an outgrowth of the intellect, and that every child is born with far more intellect than language, and that every child and every adult always has many more concepts than he has the power and means to express. This is a new and far reaching truth. It is directly opposed to the traditional doctrines and the old methods of language teaching. It recognizes that language and all forms of expression are many and powerful means in forming concepts and developing the intellect, and is a central principle of the New Education.

3. *It teaches us the order and character of the concept as it is developed in the child mind;* that the child's concept is hazy, vague, indistinct, and imperfect, and that his capacity to analyze, abstract, judge, reason, and form higher conceptions is a very gradual growth from birth. His glimpses, his one-sided views, his lack of experience, the fullness of his sense-life, his quick and intense emotions—often give him queer and grotesque conceptions, and make him appear as a dreamy and imaginative being, but who is in fact the most typical of all realists, because he is ever seeking new experiences, new ideas, and attaining new developments. These facts are most vital in the science and art of teaching.

4. *It teaches us the great influence that the instincts and emotions of the child have over the development of his concepts, intellect, and character.* The influence of the emotions in the religious and social life of the race has been very great. The child is a living battery of instinctive and emotive force. This great fact is just beginning to be recognized in educational work and methods. The child is far more a feeling than a thinking being. The feelings are the shortest avenue to his whole nature, for the teacher, character former, and reformer. It will be a happy day for our schools when teachers are wise enough to see and apply this principle.

5. *The study of the child mind teaches the influence that sex has over human development and character.* Sex is one of the greatest facts in all nature and human development, and yet it has only a beggarly and sorry recognition in our best educational work and institutions. It is the exceptional school that recognizes it at all. Ninety-nine courses of study out of every one hundred appear to be formed for a sort of a wooden mind—neither masculine nor feminine; and it is the exceptional teacher who remembers she is developing men and women.

6. *The study of the child mind very clearly establishes the doctrines of heredity and environment;* and teaches us the fact that the child's nature is very plastic, impressible, and has a wonderful capacity for development. In the study of the child's nature more than any other field, we see the capacity to form habits and their influence in education and human life; and thus realize that character building is largely the forming of good habits—habits of right thinking, right feeling, and right doing.

Nor is this all the light the study of the child mind throws over the science and art of teaching. These are but glimpses. In a word, the psychology of childhood is the basis of all scientific methods in teaching; and just in proportion as the authorities of our normal schools, colleges, and universities recognize this fact, and act upon it by establishing chairs in educational psychology and scientific pedagogy, do they rise above traditional and empirical methods into the field of scientific education. One of the surest tests of whether an institution is doing scientific and progressive work or not is to be found in the simple evidence of whether it supports such a chair or not. I have never seen this test fail. Let such a chair once be established and wisely filled, its influence will spread unconsciously to every department of the institution, and thus elevate the entire work.

The limits of this article will not permit me to enter

into the practical methods of studying the child mind in the home, kindergarten, and school. Time permitting, I may do this for the readers of THE JOURNAL in the future.



MISS JENNY B. MERRILL.

COLLEGE WOMEN AND THE KINDERGARTEN.

By MISS JENNY B. MERRILL, Teacher of Methods, Normal College, New York City.

The interest which college women are showing in the kindergarten affords a most favorable outlook for its future.

To us it seems more natural than prophetic that Froebel should have said, "I look to women as my firmest allies and helpers. Only intellectually active women can and will help me," and yet at the time when he spoke these words, they were prophetic. The present fulfilment is like the fulfilment of all true prophecies, verily in the order of nature.

What can be more natural than that the motherly instinct in woman should respond to "the call of the children," as it comes through the kindergarten? "The most original element of the woman's soul," says the Baroness Marenholtz, "is maternal love, which at no stage of development, and in no decline of the human race, can belie the stamp of the holiest nature."

It is difficult to comprehend why it was that the call came from man rather than from woman; perhaps it was to teach the world the great lesson that the true man is womanly, and the true woman, manly. Certainly Froebel learned of mothers before he undertook to teach mothers, and, in teaching them, he but gave back in better form their own womanly wisdom.

It may be of interest to many to hear of a few of the ways in which the interest of college women has been manifesting itself during the past year.

In our own city of New York, the Associate Alumnae of the Normal college has spoken both by word and deed.

First by deed, for before presenting a memorial to the board of education asking for the establishment of kindergartens in our public schools, they opened a kindergarten on the northwest corner of 63rd street and Third avenue in the vicinity of "Battle Row."

This kindergarten they have supported during the year. They have placed it under the auspices of the New York Kindergarten Association, as they are convinced that a strong central association is needed. There has been no little co-operation heretofore. But it is a kindergarten supported entirely through the exertions of college women. Having thus shown to the community their faith in the kindergarten by their works, they gained courage to address the board of education, one of their own number, Mrs. Clara M. Williams, commissioner, presenting their petition. The interest of college women in the kindergarten is also evidenced by the action of the women at the college settlement, 95 Rivington street. They invited Mr. Richard Watson Gilder, president of the New York Kindergarten Association, to present the work of the association before them and their friends in a parlor meeting held May 28. Those present were already warm advocates of the system, and were only anxious to know how it was being carried forward. They discriminated intelligently, as college men and women must, between the work of kindergartners of meager education and those who, because of their higher education, have been enabled to study the system on a psychological basis.

Their interest centered in the more thorough preparation of teachers not only in the details of methods, but in lines of general culture.

Mr. Gilder has also been invited during the past season to speak on free kindergartens before the Y. W. C. A. of Vassar college. Although prevented by illness from accepting the invitation, his substitute was received most cordially, and after the address in the chapel, an informal reception was held in the "Senior parlor," and the interest of the young women manifested itself in many intelligent inquiries on the subject.

The energetic president of the Y. W. C. A. proposes to have flowers sent to the kindergarten of our association, and collections of pictures made for the little ones. Several of the young women expressed a desire to study the system after their graduation.

Such is the record of the year in this vicinity alone. I must not forget to mention a liberal gift (\$100) made by the editorial staff of the *Normal College Echo* to purchase books relating to the kindergarten, for use in the Alumnae library.

We desire by this article to commend the kindergarten to all college women.

We ask them to read "Reminiscences of Froebel," and "The Education of Man," by Froebel himself, and judge for themselves, if they have not already done so, whether the kindergarten methods are not founded upon broadly philosophical principles and demand the best powers of "intellectually active women."

NORMAL SCHOOLS.

By DR. J. W. DICKINSON, Sec. State Board of Education, Boston, Mass.

The normal schools of the country were established for the purpose of cultivating the science and art of teaching. These schools may be distinguished from other institutions of learning, by turning our attention to the ends which they are designed to accomplish, and to the character of the exercises to which they may properly be limited. If they devote their whole time to teaching objects and subjects of knowledge in an academical way, they have no claim to a distinct existence. The common schools are doing the same thing. If they teach the philosophy of teaching, and the method founded upon it, and the history of teaching from the earliest historic times to the present day, and furnish an opportunity for acquiring skill in teaching by actual practice under skilled supervision, they are doing their legitimate work. But if at the same time they are attempting to give this truly normal instruction and training, they attempt also to teach the facts and truths of the various sciences, then they impose a burden upon themselves, which circumstances may render necessary to some extent, but which should not be allowed to interfere with professional training beyond the necessity.

This important truth may be made evident in two ways. 1. By turning attention to the difference in the ends sought in teaching—simply for a knowledge of any subject on the one hand, and in teaching for a knowledge of the principles and method of teaching that subject on the other.

The one directs our minds to the things to be known, and we are satisfied if the learner knows them. The other presents to us the laws of the mind that control its operations and the cultivation of its power, and to a way of teaching that conforms to the laws, and we are satisfied only when the learner has become master of the knowledge and of skill enough to apply it with success.

2. The same truth may be derived from experience; as in every normal school in which academical exercises, to a considerable extent, are combined with professional the former has a tendency to crowd out the latter or to throw it into confusion. A normal school should be a professional school. Every exercise conducted in its classes should have a direct reference to developing the science and the art of teaching.

Subject to such training, the normal graduates will be prepared to enter the public schools with the ability to perform the true function of teaching, that of directing their pupils to such a use of their faculties as will result in good intellectual and moral habits.

In conducting a normal course of instruction, there are logical relations to be observed in arranging the different subjects of study and practice that should be introduced into the course.

The first subject to be considered, and the one that will determine all other subjects to be pursued in the normal course of instruction, should direct attention to the ends which the public schools must attempt to secure.

There is now no common agreement among those who express opinions on educational subjects, with reference to what these ends are, or to the method that should be employed in promoting them.

In this want of agreement arising from difference in temperament, or education, is found a source of danger to the future well being of the normal schools, and of the public schools as well.

The country seems to abound in judgments, relating to school matters, that do not appear to be derived from general principles or from a common experience.

But suppose there is an agreement, and that by common consent the ends to be gained by school exercises are the possession of useful knowledge.

These ends being known the normal schools should, in the second place, direct the pupil teachers to a study of the principles or laws of the mind that control and limit it in learning, in acquiring skill, in exerting its various forms of activity, and in developing its character. Thirdly, upon these laws of the mind should be established a method of teaching. A right method of presenting objects and subjects of knowledge is important, for it determines the relations which these things should hold to the learner's mind and provides right occasions for that kind of mental activity which alone can produce a right mental development.

In the fourth place, a course of public school studies should be constructed, which by a careful analysis will appear to be adapted to present right occasions for knowledge in its various grades of development, and for the corresponding grades of mental activity, and mental growth.

This course of studies should be thoroughly understood in its relations to elementary and scientific knowledge, and, to the disciplinary results which are to be expected from its pursuit.

And finally the normal student should have abundant opportunity for practice in teaching the topics of the course to pupils of the different grades as they are found in the public schools.

The practice should be conducted under the supervision of the skilled teachers of the normal schools, and should consist of a conscious application of the method with which the pupil teacher has already become familiar. Unless a method of teaching founded on right principles is known, and unless the ends to be secured by its application are known, the student of the art of teaching has no standard by which he can measure the character or the value of the teaching he is directed to observe, or of the teaching he is himself required to conduct. It must not be forgotten that the mind of the normal student must be prepared to observe the mode and manner of teaching practiced by another, before intelligent observation is possible. For this reason, all practice in teaching for the knowledge and skill that may be acquired by it, should be directed by a consciousness of the principles upon which correct teaching depends. There is another important truth to be regarded in training teachers for a comprehensive conception of their work. Massachusetts, if not all the states, has a system of public schools. These systems consist of different grades of schools adapted to furnish different grades of instruction, known in the lower grades as elementary, in the higher as scientific instruction. The knowledge and mental development occasioned by these two phases of instruction bear an important relation to each other.

(TO BE CONTINUED NEXT WEEK.)

PEDAGOGY.—ITS PLACE IN THE NORMAL SCHOOL.

By WM. M. GIFFIN, Cook Co. Normal School, Ill.

In my judgment, the normal schools have no more to do with the teaching of grammar, arithmetic, history, spelling, and geography, *as studies*, than have the schools of medicine, law, and theology. Imagine, if you can, a medical school teaching its students the above studies and having no class in physiology. Absurd as it appears—to me it is no more absurd than to think of one normal school teaching these branches with no time devoted to pedagogy. The day is not far distant, if not already here, when it will require just as great a stretch of the imagination to form a concept of a normal school with no study of pedagogy, as it now is to imagine the medical school with no physiology.

The normal schools should be the professional schools of teachers. They should be so professional that the public would demand that none but their graduates should be permitted to teach. A man may hold a diploma from each of the colleges in the country, and

may have ranked first in his class, and yet he does not write M. D. after his name, or take up the practice of medicine, until he has been through the special school of medicine, or, in other words, the professional school



WILLIAM M. GIFFIN.

of the doctor. Only special schools and special courses of study give the doctor his license. So should it be with the teacher. Before this can be, however, the normal schools must get out of their rut. They must leave the academic work to the academy, high school, and college.

Can you imagine a lawyer who never heard of Blackstone, or Cooley, or Kent? Or of a minister who never heard of St. Paul, or Wesley, or Luther? Or of a doctor who never heard of a Hahnemann, or Harvey, or Pasteur? In answer to these questions we hear in a voice like Mars', a clear, not to be mistaken, rounded, "No!" Again, can you imagine a teacher who never heard of Socrates, Comenius, Rousseau, Pestalozzi, or Froebel? And in answer we hear a loud, derisive peal of laughter, which is deservedly given.

If our profession has a history, who should know it if not the teacher? If these have been beacon lights all along the line, who have devoted their lives to the discovery of fixed principles in teaching, who should know of these principles and these God serving men and women, if not the followers in the noble work? If there have been great theories advanced, tried and found wanting, who should know it, if not the teacher? Thus enabling him to avoid that which has been proven faulty, instead of plodding along the better part of his life in making the discovery for himself.

Who should be responsible for the teacher's knowing these facts? I answer most decidedly and emphatically those schools that profess to be preparing our young men and women to fill the office of the teacher. Better do this than belittle themselves and their students by taking up the time to listen to the bounding of states and countries; the parsing of regular, active, transitive verbs; the spelling of mean little quibbles; the plastering of walls, and the carpeting of floors; and the proving that when one straight line meets another straight line, the sum of the adjacent angles equals two right angles. Of course these things must be taught; it is right that they should be, but as long as a pupil is obliged to pursue this line of work, let him not be known as a normal school pupil. Let none rise to the dignity of this position until he has left all such work behind, and is ready to take up the history of pedagogy, the science of pedagogy, methodology, and such portions of psychology as may be applied in the art and science of teaching. These with moral philosophy and actual work in the classroom, under the guidance of perfectly competent training teachers, should be the work of the normal school.

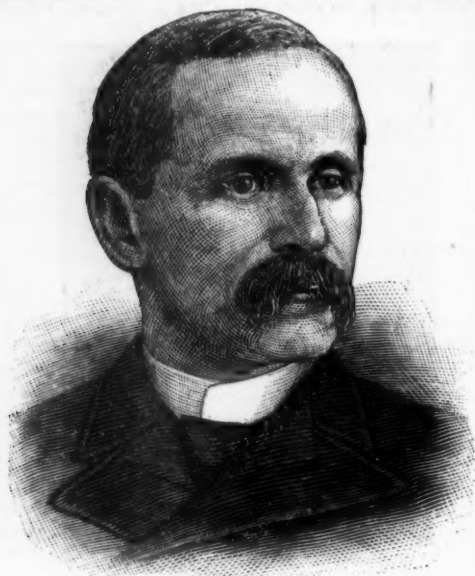
PROFESSIONAL COURTESY.

By Supt. THOS. M. BALLIET, Springfield, Mass.

Much has been written and said on this subject, but I wish to add a widow's mite to the discussion, by way of response to the invitation of THE JOURNAL to send a short article on this topic.

1. It is perfectly right and proper for a number of teachers to be competitors for the same position—provided it is vacant. If it is not, professional courtesy

ought to restrain all others from making application for it. Legally a teacher's claim on his position ceases when his engagement for the year runs out; morally it



SUPT. THOS. M. BALLIET.

lasts until he resigns, declines a re-election, or the committee refuse to re-elect him. If teachers wish ever to secure permanent tenure by legal enactment, they must assume in their conduct toward one another that there is a moral basis for such tenure. This applies with equal, or rather with added, force to superintendents.

2. Professional courtesy requires that teachers should not speak ill of one another in a professional way. It is a very common thing, as every superintendent can testify, for weak teachers to attribute the shortcomings of their classes to the poor training which the children received in the "grade next below." Each teacher in this way confesses with deep penitence the sins of his or her predecessor. This may be better than no repentance at all, but all such teachers ought to read for their morning devotions the 18th chapter of the first Corinthians. Grammar school teachers complain of the poor teaching in the primary schools, high school teachers deplore the shortcomings of the grammar schools, and college professors tell us that they might do good work if the teacher in the fitting schools were more thorough. Now, in point of fact, as far as teaching skill and a knowledge of pedagogics are concerned, the order of the above indictments might justly be reversed. Primary teachers today do the most skilful teaching; next to them the teachers of grammar schools; next to these the teachers of high schools; and last of all college professors. As far as mere teaching skill is concerned, the poorest teaching is done at present in the colleges, and perhaps in the Divinity schools of the country. In many of the latter, much of the teaching still consists in dictating lectures, requiring the student to write them verbatim, and then examining him on what he remembers. No teaching that would in any way approach this in barrenness would be tolerated for a day in a good primary school.

3. Professional courtesy should prompt a teacher to defend a fellow teacher against attacks made upon him by captious critics and unreasonable patrons of the scholars.

4. Professional courtesy ought to prompt every teacher to rejoice when the salary of a fellow teacher is increased, instead of complaining of the "injustice" of raising one teacher's salary without raising those of all the rest. It is this clamoring for "justice" on the part of teachers which keeps down the salaries of all. Many a school committee would be glad to increase this year the salaries of the teachers of grade one, another year those of grade two, etc., if this were acceptable to teachers. But such a course would create in most cities dissatisfaction all along the line. The school committee can have peace by increasing nobody's pay; so they treat everybody alike, and with parsimonious impartiality re-elect all teachers at their old salaries. Such jealousies among teachers have done more than all other causes combined to keep salaries low. It does not always pay Shylock to demand his "bond."

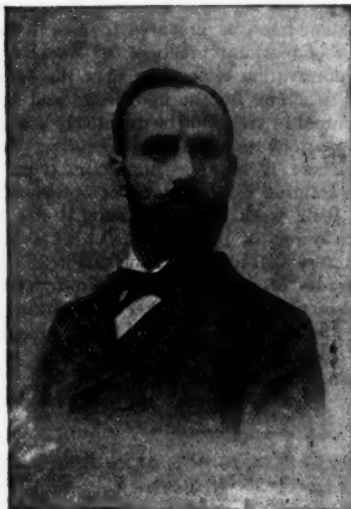
5. As far as the superintendent is concerned, professional courtesy, if not ordinary gentlemanliness, should restrain him from expressing an unfavorable opinion of a teacher's work to anybody except to the teacher himself and to the school committee. Inquiries from patrons of the scholars as to how a certain teacher is "getting

along" ought to be treated as impertinent questions, and answered with a polite evasiveness. It is as reprehensible in a superintendent of schools to violate professional confidence as it would be in a lawyer or a physician. The recklessness with which teachers are often discussed by superintendents and school boards with other people is second only to the brutality of the newspaper press in doing the same thing.

EDUCATE THE TAXPAYER.

By ELLEN E. KENYON, Head Dept., Brooklyn, N. Y.

It is unfortunate that the school should depend upon the taxpayer for its support, while the taxpayer must be educated in a better school before he can develop any proper notion of what the term education really means, or of how fully a well equipped school, conducted by professional teachers, can prosecute the broad and penetrating work which the word implies. Not until professional teachers combine to convert the taxpayer to a deep and abiding conviction of the necessity of a liberal culture and a normal course for all teachers will the school be put upon its professional feet, and its rooted evils stand a chance of being remedied. The taxpayer should be introduced to the study of mind. He should get beyond Pope's aphorism, "The proper study of mankind is man," and actually begin the study. He takes more or less interest in physical science, in modern sociology, and even in German philosophy. He should learn that the art of teaching is as full of interest as any other art and that back of it lies a science, touching all other sciences, and his own life at every point; that this art and this science have a history whose books are open to him—a history embracing that of all human institutions and replete with interest of the most varied character. The other arts can display their works before the instantaneous criticism of his senses. The art of teaching must reach his respect through the subtler channels of the mind. It cannot dazzle his eyes with a wonderful painting or astonish his ears with its harmonies. It must appeal to the highest powers of his intellect. At present he thinks there is nothing in teaching, or, if there is, he has nothing to do with it. Teachers must convince him to the contrary before he will provide liberally for normal schools. Upon the teachers, first and last, depends the progress of the schools.



PROF. THEO. B. NOSS.

WILL IT BE SLOYD?

By PROF. T. B. NOSS, Prin. Normal School, California, Pa.

Will the manual training of the future in our public schools be the Swedish sloyd? There is reason for thinking so. Serious, if not insuperable difficulties will beset the effort to bring into general use such manual training work as is now being done in some of our leading cities. From the standpoint of the taxpayer, much of the work is too costly, and from the standpoint of the educator much of it is unnecessary. What important educational purpose is served by dirty work in iron that is not served by clean work in wood? If the aim of manual training is distinctively educational, and not the teaching of trades, what is gained by the use of costly machinery and heavy tools, that is not realized by the use of the lighter tools and lighter models of the sloyd

system? Sloyd is free from the most serious objections to our own system of manual training. Plants are comparatively inexpensive. No engine is needed, not even a lathe. Heavy tools are not employed. Skill rather than strength is called into exercise. For two or three hundred dollars, a sloyd outfit might be provided that would serve as good a purpose as an ordinary manual training outfit costing two or three thousand dollars. But over and above the economy, the training in sloyd is better, if I mistake not, for educational purposes. It is simple, practical, progressive, interesting, clean. The series of models, one hundred in all, is carefully graded in difficulty from the simple wedge, made with a single tool, and that the knife, to the most intricate and difficult piece of carved work. True, some of these Swedish models have a rather unfamiliar look to our American boys and girls; but this objection is not serious.

After all, it seems to me that the system of manual training that has been produced and perfected among the highly intellectual, but economical people of Sweden best fits our conditions. A system that requires much money and machinery will hardly touch our public schools in many places, outside of large cities. Whether or not sloyd is the best system that has been devised, it has the great merit of being possible in all schools. Not much shop room is required. The work is not attended with much noise that would interfere with other school work near by. A comparatively small quantity of lumber, partly soft wood, such as pine and poplar, and partly hard wood, such as walnut and cherry, suffices for a year's work. Primary pupils at eight years of age can begin the work quite as well as high school pupils, sixteen or eighteen years of age.

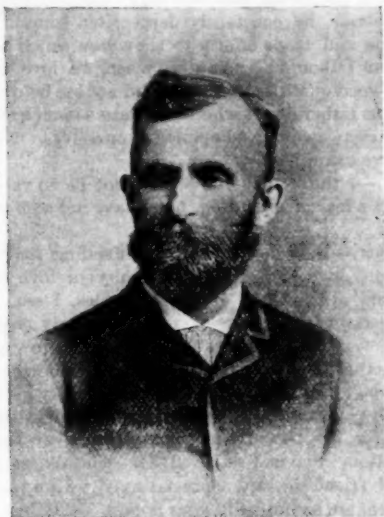
For the past two years we have had sloyd as a department of our normal school work at California. This has been in charge of a native Swedish lady teacher. Such teachers, fully competent to direct this work, and with a fair knowledge of the English language, can be obtained at moderate salaries. The results here have exceeded our most sanguine expectations. It has been in favor with us from the start, but is more in favor to-day than ever before. We have been compelled hitherto to limit the work mainly to the senior class and several classes of children from the school of practice. The work is done alike by girls and boys. Each class spends two periods per week in the shop. The beneficial effects upon the health and physique of the pupils is noticeable. No slovenly postures or processes are permitted. The manner of standing, as well as the manner of working, is criticised. Work in sloyd, as in any form of manual training, reaches the weakest pupil as well as the strongest. The dulllest boy or girl in grammar often gets wakened up in the shop, and evinces genuine interest and much skill. The same mind which becomes passive and sticks fast in the dreary rules and definitions in the book, grows active and interested when there is something to see, to make, to think about. Much of the abstract so-called teaching of the school-room is done on the principle of the "devil take the hindmost." Sloyd work contempts no hindmost. While one may excel, all may do well. The element of drudgery disappears, and the mind of the child is put in a condition for healthy activity and growth. Inattention, so common and baneful in many a school-room, is unknown in the sloyd shop. Perception, which has elsewhere perhaps been aimless and languid, starts into keen and definite action under the spur of the pencil, knife, saw, brace-bit, and try-square. It is a great educational merit of the use of tools that mental activity is excited not by the urgency of the teacher, but by the nature of the subject. The best education is that which the pupil gives himself, under the guidance of a wise teacher. Manual training, and especially in the form of sloyd, seems well calculated to bring into discredit all "pump" methods in education, and to bring into higher and higher repute that teaching which arouses and directs the natural forces of the pupil's mind.

THE TEACHER'S HEALTH.

By GEORGE GRIFFITH, State Normal School, New Paltz, N. Y.

Few professions show such a low average of physical health as does teaching. How many teachers reach the age of 45 or 50 with their physical constitutions still vigorous? Those who have not, at this age, gained eminence are often physically incapacitated for that intense labor which is the condition of the highest success. Yet the farmer, the mechanic, the merchant, the minister, the physician, the lawyer, as a rule, are at that age still in the possession of good health, and then, if ever, are on the rising tide of success.

This state of affairs is owing partly to the practice on the part of some of becoming teachers because they are



PROF. GEO. GRIFFITH.

not sufficiently strong to wage a winning fight in other vocations. But of those who enter the profession with good health, a larger proportion "break down" than in most other professions. I wish briefly to consider two causes of this.

First, unhealthful surroundings. It is the exception rather than the rule to find teachers teaching amid entirely healthful surroundings. This is wrong and unnecessary. To a great extent the teacher can directly control this; indirectly, he can control still more; and in the remaining cases, he can and should refuse to teach until those causes injurious to his health are removed. All teachers should thoroughly understand hygiene. This knowledge they should apply much more than they now do, in securing and maintaining those conditions of temperature, ventilation, etc., in the school-room which are so necessary for health. Too many of us, because our school buildings are not supplied with the best patent system of heating and ventilation neglect to use the means we have. If all rooms cannot be properly heated all can be effectually ventilated.

This may take the time of teacher and pupils, but it is time well spent. Doors and windows open, and pupils exercising, every hour or oftener, is needed in many a school. Such a course, followed up by the forcible presentation to the school authorities of some one of the many simple, inexpensive, and successful plans for better heating and ventilation, will often bring about the desired conditions. If not and if conditions injurious to the health are continued, the teacher owes it to himself and to the profession that he refuse to teach in that place.

Whatever has been said about healthful surroundings and their effect upon the teacher's health applies with multiplied force to the health of the pupils; and hence also the teacher's duty to these demands that he exert his utmost influence to remedy the trouble.

Closely connected with the cause already considered is one entirely under the teacher's control, yet one whose baleful results are constantly showing themselves. I refer to overwork and a lack of outdoor exercise. Some because of insufficient preparation are under the harrow constantly in order that, perchance, they may not fail. They are beyond their depth. Such should stop teaching until they can finish their preparation. Others are unwisely ambitious to do too much, to rise too fast. Such invariably learn, but when it is too late, that a high position can not be held or enjoyed when reached at the sacrifice of health. Others, again, are immorally conscientious. Striving so hard to do, to its fullest measure, their whole duty to others they forget their duty to themselves. They break down in health and thus become incapable of performing their plainest duties to others. Such a course is morally wrong. Many a teacher will be a better teacher next year if, free from work, study, and care, he spends the coming summer vacation fishing, camping, or tramping, instead of "putting in" those weeks of hard study, alone or at a summer school, which he is now planning. Get out of doors. Come into close contact with nature. Drink from her perennial fountains abundant physical vitality. With this will come that mental acumen and strength which otherwise you strive for in vain. The teaching profession will be strengthened by another sturdy, happy, and successful man or woman,

THE TEACHER A GUARDIAN OF GOOD HEALTH.

By DR. GEO. G. GROFF, President of the Pennsylvania State Board of Health, Lewisburgh.

In the future, if our present ideals are ever reached, each school in cities and large towns, and each rural school district, will have a special health officer, who will act as sanitary inspector of the school premises and surroundings. He will also give instruction to the school in hygiene and sanitary science with possibly a few hints to the older pupils on anatomy and physiology. But even more important than these things, the health officer will know the physical condition of each pupil. Those convalescent from children's diseases will not be permitted to remain in school at the expense of their eyes and other organs, but will, we hope, be sent to some convalescent camp in the county, where under careful physicians and trained nurses, physical strength will be recovered before school is again thought of. The inspector will see that the school-room is properly lighted, warmed, ventilated, and seated. He will prescribe the hours of study for each pupil, the quality and color of the paper, size of type, and spacing of the letters in the school-books. In a word in that future time to which we refer, good health will be esteemed as important to possess as we now consider a knowledge of the rules of grammar or of arithmetic, and there will be officer-whose duty it will be to see that children are not defrauded of their right to the possession of average good health.

What do the schools do to promote good health? Teach a little anatomy and physiology. This is all the law now requires. What can an earnest teacher do to promote good health among his pupils? He can teach

PRACTICAL HYGIENE.

The best way to teach hygiene, is in "off-hand" talks, and these must be given the pupils at suitable times. On a rainy day, speak of the importance of keeping the clothing dry; on a dark day, when the pupils can see with difficulty, the importance of caring for the eyes; on the death of one of the pupils from a conta-



G. G. GROFF, M. D.

gious disease, how to avoid these. When on a very warm day they are unusually thirsty, the use of water in the system, and why it is constantly needed, may be explained. On a very cold wintry day, how to avoid being frozen when exposed to cold, and the treatment of frost-bitten members of the body, may be explained. If hygiene is taught in this way, the instruction, will, on the part of most of the pupils, never be forgotten. The teacher should make more thorough preparation for his work than now.

Teachers who live in cities in which there are medical colleges would be greatly benefited by taking courses of lectures on physiology, hygiene, and sanitary science. A course of physical training in a good gymnasium, under a competent director, would also be of great value to the teacher. Our normal and training schools are at serious fault, in not giving the teachers adequate preparation in this line. The teacher may also strive to impart

IDEALS OF PHYSICAL EXISTENCE.

Generally, educated people of to-day do not look upon the body as altogether loathsome, and to be abused and mortified at every opportunity. We should at every opportunity teach that the body is a beautiful and won-

derful mechanism. We should teach that there is a close connection between body and mind, so close indeed, that one cannot abuse the body without injuring the mind and spirit. In a word, for the good of the present and of future generations, the instructors of youth, should everywhere and at every opportunity, with zeal, teach the importance of reverencing the body, the abiding place of the soul.



SUPT. H. S. JONES.

THE SHUT UPS.

By SUPT. H. S. JONES, Lincoln, Neb.

The narrow gauge railroad came into use with banners flying, backed up by expert engineers with mathematical demonstrations, proving, beyond a doubt, that the so-called "standard gauge" must give way to the more economical and practical narrow gauge.

But the ordeal of business and passenger traffic proved too much for the "new idea," and finally it became settled as wise railroad management, to broaden wherever possible the narrow gauge to the standard width. One of the many reasons that led to the change, was the isolation surrounding the narrow gauge car; it could go only over its own line, or be carried as freight. It could not start at the Atlantic, roll through valleys, over plains and mountains until the "Golden Gate" came in view. In a word, it was shut up. And what is shut up in these days is not wanted.

The narrow gauge teacher may be located in the county, the village, or the great city. He may be a professor in a university, and even be a school superintendent in a populous city.

The narrow gauge teacher, no matter where found, does not believe in broadening his gauge. He is content, and even at times happy, in being busy in running backward and forward on his short, narrow track, repeating himself like the pendulum of an old time clock. His love of the narrow increases with his experience, and, as time moves on, he becomes on friendly terms with littleness. His few educational acquaintances are, like himself, narrow gauge; the books with which he is most familiar as a teacher, are both thin and narrow. He often consults and follows text-books made by men weaker and more narrow than himself.

If he happens to stray into a school as a visitor, it is as an over-wise critic and not as a learner, searching for mole-hills that seem to him very mountains.

As years increase his educational short-sightedness, he sees no special good in educational gatherings, and has next to no faith in articles or works on education. Teaching to him is a grind, and the most industrious grinder is the best teacher. The worst feature of the picture is, that the narrow gauge shut-ups teach others to become shut-ups. They so magnify littleness that children are taught that they are accomplishing great things, when they are merely, as it were, beating the air with a feather. From the army of shut-ups have come the mechanical methods that make education consist largely of physical obedience and "Words, words, words."

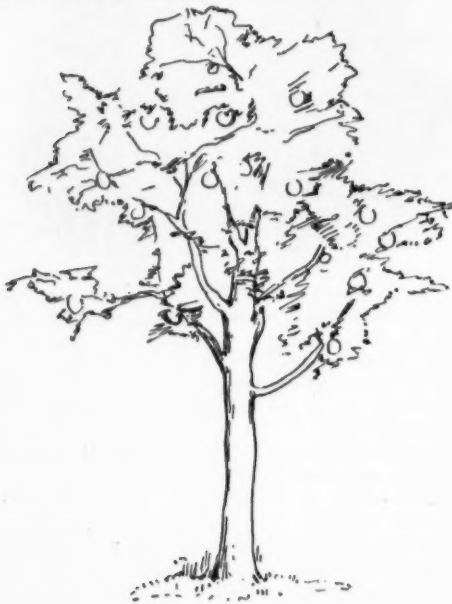
The shut-ups must broaden their gauge, so they can move out and on, and get into sympathetic touch with the wide world that is calling for education that inspires, develops, and uplifts—an education that can come only, as all progress of our day comes, through the combined effort and wisdom of the many.

THE SCHOOL ROOM.

JUNE 27.—DOING AND ETHICS.
JULY 4.—LANGUAGE AND THINGS.
JULY 11.—FAITH AND NUMBERS.
JULY 18.—SELF AND PEOPLE.

LESSONS IN ETHICS.

(This series of lessons is designed to occupy a whole month at least. The method pursued should be the same as in Numbers or Language—the pupil should be stimulated to think and to find out all it is possible for himself; all *preaching* should be laid aside. The tree is drawn to give visibility or concreteness to the ideas; the pupils should be interested to draw a tree for themselves in their note-books (here, as in other lessons, the plan of note-taking by pupils should be pursued). The lessons should be short; ten minutes is usually enough. Above all let the teacher have faith in his ethical teaching. It is enough if he develop the *truth*; the mind will imbibe *truth*. It is bad to attempt to drive truth in with a sledge-hammer; the pupils must not fear you will "hit" them if they state truth, or that you will think they state the truth but do not do the truth. The first step in ethics is to *know* the truth. The idea of the tree was suggested by Henry Drummond's "Greatest Thing on Earth.")



TALK BY THE TEACHER.

There is a tree that bears sixteen kinds of fruit; it is the most wonderful of all the trees in this world; every one of its fruits is valuable and beautiful. You began to taste these fruits soon after you were born; we are eating some of them every day here. The tree grows in all countries. Where much pains is taken with it, it produces much fruit and all the sixteen kinds. If good care is not taken of it, however, the fruit is small and of poor quality; often only a few of the many kinds are found on its branches. The fruit of this tree is more valuable and better liked than that of any other in the world. If no fruit grows on it, then people are very unhappy and miserable.

I see you are very much interested. You think what I have said can hardly be true, but I assure you it is; and I further say that every one can have such a tree for himself. Let us try to know all we can about this tree. I will draw it.

(The teacher will now draw the tree on the blackboard, but far better it would be to get a smooth piece of manilla paper, three feet wide and four feet long, and fasten it to a frame with paste, and then paint a tree as handsomely as it can be done, distributing orange-colored fruit so as to make an attractive object for the walls of the school-room; after being used it should be suspended in view for a month at least—its sight will renew the impressions made by the lessons.)

The name of this tree is LOVE. Now you see that all I said about it is true.

Let us now look at the fruits, for I see you are curious to know about them.

1. *Forbearance*.—We are willing to bear a great deal for those we love; so I will name the first fruit of the tree of love *forbearance*. To-morrow you may all bring in examples of *forbearance* that you have seen.

LESSON I.

Teacher.—I will give you an example of *forbearance*. You come into the house after school and are hungry and supper is not ready. You are displeased and possibly say something unkind, or speak cross. Your mother does not scold or strike you; she loves you and forbears

to do an act that will pain you—she *bears* your conduct for she loves you.

Mary.—You did not say anything yesterday when one of this class threw down a book on the desk because you told him to re-write his problem.

Henry.—I saw a little boy teasing his sister for some cake from the lunch basket on the way to school yesterday. She forbore with him; she tried to get him to play with the other children.

(The teacher should try to get all to have examples.)

Teacher.—These are good examples. What does this *forbearance* show?

Pupils.—That there is love.

Teacher.—Yes, we *forebear*, that is *bear* for those we love. I want you to think over examples you have read of in books. Some of the most delightful things in this world have been examples of *forbearance*.

(NOTE.—A whole week may be taken up with examples of this fruit of the divine tree of love, but the teacher will use his judgment and gather examples as time permits.)

2. *Kindness*.—We are always kind to those we love. The second fruit of the tree of Love is kindness. To-morrow you may bring examples of kindness that you have seen.

LESSON II.

Teacher.—I will give you an example of kindness. You go home and find your mother is busy for one who is sick. See how active she is! She brings fresh water, or nice food; she will readily do a thousand acts in one day for that sick one. These acts are kind acts. What does this kindness on the part of the mother show?

Pupils.—That she has love.

Sarah.—I saw one of our pupils help another pick up her books that had fallen; she wiped off the dust, too.

Henry.—I saw a boy pat his dog on the head.

Teacher.—Some of you smile. Don't you think God besides loving the human family, also loves every dog and bird and insect? (See note above.)

These are good examples.

3. *Unenvious*.—We do not begrudge good fortune to those we love. The third fruit of the tree of Love is an absence of envy. To-morrow you may bring in examples of the *non-envying* spirit.

LESSON III.

Teacher.—The other day William brought into school the silver watch his uncle gave him. He showed it to Thomas, who said, "I am so glad he has a watch, he has wanted one for a long time." That was a noble speech; he did not envy William.

Theodore.—I went to see my cousin and took a kitten and gave it to Helen, the youngest, because she had been sick. Mary was very much pleased; she said, "Oh, how happy it will make Helen! She loves kittens so much. She was not envious a bit."

Teacher.—A good example. Why was she not envious?

Pupils.—Because she loved Helen.

Teacher.—The envious spirit causes much unhappiness. If one has a new and pretty dress or gift, it is not wrong to feel, "I wish I had a dress or gift like that," but some feel angry at the persons, because they possess them. There was once a man in New York who threw oil on the beautiful silk dresses of ladies in the street. That was mean envy. We can get a great deal of happiness out of others having nice things.

4. *Not Boastful*.—When we love another we do not boast how strong we are, or how rich we are.

LESSON IV.

Teacher.—I knew a man who was a great boaster; he used to boast especially of the fish he caught, but he did this always away from home. He never told his wife these great stories; he loved her too well to do that.

Thomas.—I had a cousin who lived in the city and he used to tell great stories of what he did and what he saw in the city. As we got to be good friends he left off doing this.

Helen.—That was the way with a girl I knew. She used to boast a great deal, but she gave that all up when we became good friends.

5. *Not Vain*.—When we love another we are not continually exhibiting our self-importance to him. The fourth fruit of the tree of Love is an absence of vanity. Bring in examples of this. You will notice if you look for them.

LESSON V.

Teacher.—I lately read of a man who in college was considered a most brilliant scholar. There he formed a

warm friendship for another young man who was very backward in his studies. This last one afterward wrote the life of his friend, and in it says: "Though so much my superior, he constantly depreciated himself while with me and made efforts to show how much better I was than I thought." You see when we love another we see good qualities in him we did not see before; that makes us rather doubt whether we are so much superior—it takes away our good opinion of ourselves. Now you may give examples.

John.—I think that one would not be so vain if he loved, for fear of offending, but I have not seen any examples.

Teacher.—It is not for fear of offending that one is less vain; love takes away the vanity, or love of self. You find difficulty in giving examples, I see. Well, into a certain school there came a young lady as a pupil. She was very kind and lovable. In the next row of seats was another pupil who conceived a great liking for the new pupil; this one had considerable vanity about her personal appearance. Now it became apparent that her liking for her new friend had taken away her self-admiration. She had admired her own tallness but to her new friend she said depreciatingly, "I am too tall." But there are examples in your homes. A father who is a mighty man in the world does not hesitate to do the most menial service for his sick child; his self-importance all disappears. You must look around for more examples of this disappearance of vanity when love enters the heart.

6. *Courteous*.—If we are filled with love for another we behave nicely to him; it is a pretty good evidence of love. Bring in examples that you notice.

LESSON VI.

Teacher.—You will have a great many examples, I am sure, of courtesy towards those that are loved.

Mary.—I love my Aunt Mary, and I know I do all I can to please her.

Teacher.—Do you not try to bow in the street to those you love?

All.—Yes, ma'am.

Teacher.—Why do you do it?

Sarah.—We know it makes them happy.

Teacher.—When you see a well-beloved person you see one that has love in his heart. A gentleman is one whose manner is gentle because he has love in his heart. It is true that there are many who try to employ good manners, but they fail if there is not real love within them. We may love very poor and poorly clad persons with a large-hearted love and be very courteous to them. Bear in mind in speaking of love, that it is a feeling we may have not only for our fathers and mothers, but for all things—the birds, the flowers, the beauty of nature, etc. Let me ask you, is love a quality that gives value to a person? Take two persons, one who has love in his heart and one who has not (I mean it in this large way), which would be the most desirable to know?

All.—The first.

Teacher.—And that one would be the most courteous; we like courtesy.

7. *Unselfish*.—To-morrow you may bring examples of unselfish conduct by those who have love in their hearts.

LESSON VII.

Teacher.—By unselfishness we mean that we do not think always of ourselves, or think most of ourselves. I will give an example. A little girl went to a neighbor's where a lady was making cookies. She had one given her, but she did not eat it; she put it in her pocket. Observing this, the lady asked her why she did not eat the cake, telling her it was a nice one. She said she wanted her little sister to have it. You see she thought of her little sister.

Henry.—When my mother goes to the city she always brings me something; she often buys something for the children without buying anything for herself.

Teacher.—A beautiful example.

SUPPOSE the teacher reads this story to her pupils—"While in Florence I saw a room full of birds in very small cages, and these birds were all blind; they had had their eyes put out. The owners take them outside the city and hang the cages in trees. The trees are then all smeared with tar. These birds keep up a most pitiful singing, and other birds are attracted to the cages; they get stuck on the tar, and then are caught, killed, and sent to America for ladies to wear on their bonnets!"

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PRIMARY DRAWING.

By D. R. AUGSBURG, Theresa, N. Y.

To teach little children drawing you must be thoroughly prepared. Thorough preparation is the key to your success. You must know your lesson so well as to be independent of the book. You must be able to put the drawing on the blackboard and assist your pupils entirely from memory. The process of preparing the lesson that will enable you to do this is as follows: (1) The drawing to be used in the lesson should be carefully drawn on paper. (2) It should be drawn on paper from memory. If copying the drawing once is not sufficient, draw it the second or even the third time and then draw from memory. (3) Draw on the blackboard from memory. (4) Use in the class.

The strongest powers possessed by the child to which you may appeal are: (1) Perception, (2) memory, (3) imitation, (4) imagination. The reasoning powers are not sufficiently developed to be depended upon to any great extent, but they see, remember, imitate, and imagine in the superlative degree.

Children will not learn how to draw by your telling them how. They must see you draw. You must lead the way. They must see before they can imitate. Place the child in its seat with a tablet of paper, and a pencil at his service, and you step to the blackboard and draw a picture of interest to the child, and he will draw and he will learn, even without a word of explanation. Children learn best by seeing and doing. Children learn how to draw by drawing, more rapidly than by all other means combined; therefore, let the watchword be: To learn how to draw you must draw.

THE SPHERE.

Secure attention.

Children are less embarrassed when doing than when talking. Give them something to do at once. Teach (1) the right hand and left hand, (2) right side and left side, (3) top and bottom.

After sufficient drill of this kind, to put the class at their ease, take a sphere in your hand, and lead the class by means of questions to tell you about it, and get them interested in it.

Hold the sphere in one hand and with the other draw an outline of it on the blackboard similar to fig. 1.

The pupils see the sphere. They know what it is. They see you draw the outline on the blackboard. They see the relation between the sphere and the outline on the blackboard. Let them IMITATE by drawing the sphere on their tablets from the outline on the blackboard.

Look at their drawings frequently and have a kind word for each earnest effort. Be patient with those who are slow to learn.

If any are holding their pencils in a cramped manner correct them, but do not insist on their holding the pencil in a particular position, or after a prescribed rule. No particular way is natural and easy and hence cannot be right. Give the individuality of the child as much freedom and independence as possible. The same may be suggested in regard to sitting in the seat. While no particular rule can be given for all, still all cramped and unnatural positions should be corrected at once, and the pupils required to sit erect with their feet flat on the floor.

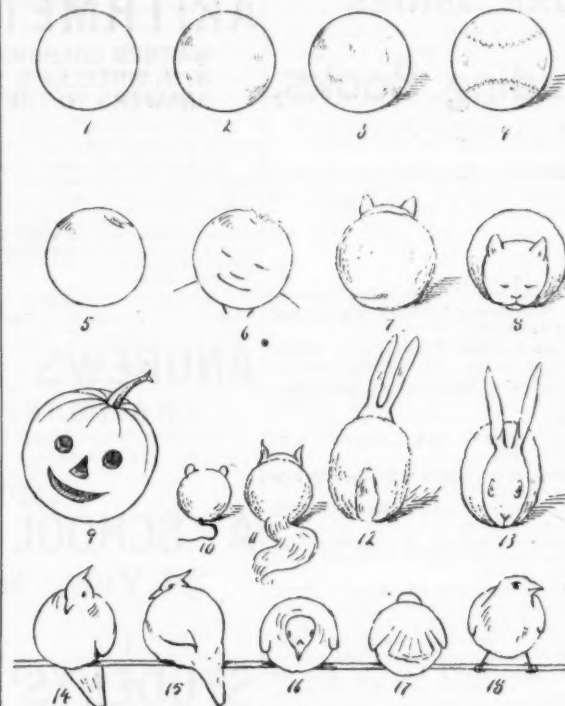
Let the class draw the sphere as many times as you can keep up their interest in it. Lead them to draw by drawing on the blackboard frequently. To each sphere that you draw add some marks of expression as in figs. 2 and 3. Do not attempt to explain these marks but let them draw unconsciously. There are certain steps in drawing that cannot be easily explained to little children which are best left to the strong perceptive organs to be absorbed without comment. It is best to say nothing about expression. Teach the name sphere. Draw a large sphere on the blackboard and leave it until the next lesson. A lesson left on the blackboard in this way is a silent teacher. Children learn much by unconscious absorption.

DEVICES.

After children have drawn the same object a number of times it becomes wearisome to them. In order to keep up the interest necessary to insure close attention various devices may be employed. For example, the sphere in itself is not interesting to children, and they soon tire of it; perhaps long before they have mastered all that is required of them. It is at this point the device comes into use. Though the pupils may not be interested in the sphere itself, yet they may be if it is turned into a ball, fig. 4. This changes the condition at once and interest is restored.

Let the pupils draw the device as a part of the drawing lesson. Devices should depend in principle on the object being taught as much as possible.

The sphere, fig. 3, may be turned into the apple, fig. 5, and the apple into a head, fig. 6, or it may be turned into cats, figs. 7, and 8. The sphere may be turned into a pumpkin, fig. 9, which in turn may be made into a jack-lantern, or it may be made to take the form of a mouse, fig. 10, a squirrel, fig. 11, rabbits, figs. 12, and 13, or it may be shaped into birds, figs. 14, 15, 16, 17, and 18. In fact, there is no end to the variety of objects that may be made from the sphere.

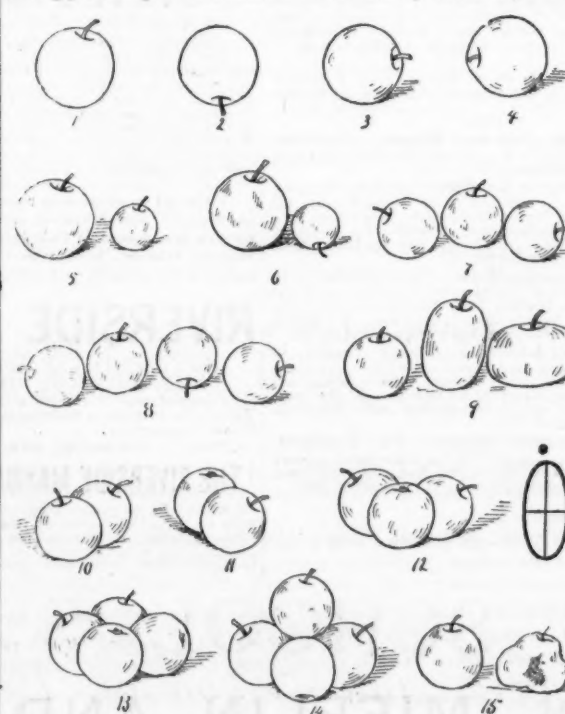


Care must be taken not to let the device become primary, and the form you are teaching secondary. Do not use a device until it is necessary and then use it sparingly.

Devices are used—

- (1) To increase the interest.
- (2) To show the application of the general form to special forms.
- (3) To teach comparison.
- (4) To teach unity.

The use of devices to increase the interest is based largely on curiosity and love of surprise, which is strongly developed in children. The curiosity to know



what you are going to draw, what you are drawing, and surprise at what you do draw, rouses the mind to action and concentrates the energies on the lesson.

The application of the general form to special forms

may be applied (1) to objects that resemble the sphere, such as figs. 4, 5, and 9; (2) to objects that resemble the sphere in part such as an egg, a lemon, an onion, a turnip, etc.; (3) to objects that seemingly do not resemble the sphere as, figs. 7, 8, 10-18.

By means of these devices the relative size, and comparison of objects may be easily taught. For example, it is easy to show how a small sphere may be the same in form as a large pumpkin, or a small apple, or even the globe on which we live by changing the sphere into these forms.

These devices furnish a simple way of teaching unity, which is the ability to see objects as a whole. This is one of the most important lessons in drawing. To change a sphere into a cat, a squirrel, or a rabbit requires one to see or think of the object as a whole similar to the form on which it is based.

The hand of the little child is usually able to execute as rapidly as the mind is able to conceive. For this reason it is not best to give the hand special training, but rather to train the mind and hand together. The proper way to train the hand is through the mind. The mind is primary, the hand secondary. For example, if you wish to train the hand to draw straight lines, do not give the child simple straight lines to draw, but give him objects of interest, that contain straight lines, objects that require as much brain as hand work, and thus develop both hand and mind together. Compelling a child to draw straight and curved lines as a special hand exercise will make the child dislike drawing.

It is best to commence and finish a new drawing each day, or perhaps several drawings of the same object. Let rapidity and accuracy go hand in hand. There is no place for that slow laborious drawing that requires lesson after lesson to finish, in the primary department.

MODEL AND OBJECT DRAWING.

By LANGDON S. THOMPSON, Jersey City, N. J.

LESSON V.—THE HEMISPHERE.

A hemisphere is the solid known as the half of a sphere.

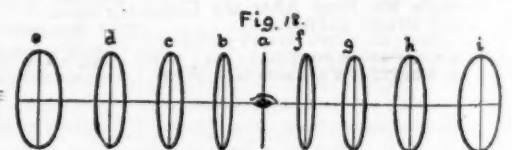
The logical order we have been trying to follow would indicate the hemisphere or the right cylinder as a proper object to follow the sphere and its variations, such as the prolate and the oblate spheroids and the ovoid. A hemisphere resting on its curved surface would show prominently its plane face in the form of a circle. The drawing of this plane circle is the most difficult matter in the drawing of the hemisphere; the ability to do this is necessary in drawing most objects that are round in section. (See classification, Art. II.) Hence, a preliminary lesson is given on the drawing of

THE PLANE CIRCLE.

A circle is a plane figure, every point of whose outline, called its circumference, is equally distant from a point within, called its center.

Before attempting to draw the plane circle seen obliquely, each pupil should take a cardboard circle of about three or four inches in diameter and under the guidance of the teacher, perform many experiments similar to the following:

First, hold the circle vertical between the thumb and forefinger, in front of one eye, the other being closed, so that the surface on the



right or the left is invisible. Notice what is seen—only a vertical straight line, as at a, fig. 18. Move the circle a little to the left as at b and notice the shape of the surface seen and that it is narrow right and left compared with the length from top to bottom. Move the circle a little farther to the left as at c, d and e, and notice each time the change in the apparent width of the surface from left to right. Now return to position a and

(CONTINUED ON PAGE 444.)

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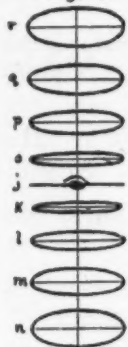
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move the circle to the right as shown at *f*, then a little more as at *g*, *h*, and *i*, comparing each time the apparent width right and left with the height.

To vary the exercise, hold the circle horizontally on a level with the eye, and make similar experiments by moving it downward and upward from the level of the eye as shown at *j*, *k*, *l*, *m*, *n*, *o*, *p*, *q*, and *r*, Fig. 19, observing carefully at each step the change in the apparent shape of the surface seen. Also hold the circle with its

Fig. 19.



plane at right angles to the line of direction and note its appearance.

When well understood, by abundant illustration and the performance of many experiments similar to those above, the student, unless quite young, should be able to deduce and to fix in his mind the following or similar statements:

APPEARANCES OF A CIRCLE.

Note.—The eye is said to be in a plane, when, if the plane were extended far enough, it would pass through the eye.

1. When the eye of the spectator is in the plane of a circle, its circumference will appear as a straight line.
2. When the line of direction is at right angles to the plane of a circle, its circumference will appear as the outline of a perfect circle.
3. When the line of direction is oblique to the plane of a circle, its circumference will appear as the circumference of an ellipse.

DRAWING THE PLANE CIRCLE IN A HORIZONTAL POSITION.

For the actual lesson, place a large circle, two or three feet in diameter, in a horizontal position, some distance in front of the pupils, and below the level of the eyes; or place a small cardboard circle two or three inches in diameter, in front of each pupil, on the back part of his desk, or on his neighbor's desk, if not too far away.

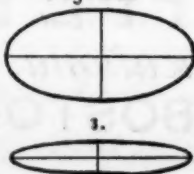
When all are ready, the pupil should draw a horizontal line about three inches long as shown on a small scale at *AB* in Fig. 20, for the long diameter of the ellipse. Now from the circle in front of them, the pupils should determine by pencil or string measurement the apparent length of the short diameter of the ellipse as compared with its long diameter. (See Art. II.) Suppose the short diameter to be one third of the long one, then bisect *AB* at *C* and trisect it at 1 and 2, and through *C*, the center, sketch a vertical straight line equal to one-third of *AB*, making *D* one-half of one-third above *C*, and *E* one-half of one-third below *C*. Through *A*, *B*, *D*, and *E*, sketch the ellipse, observing closely by the appearance of the real circle in front.

The ellipse is a simple and beautiful curve; but it is a very subtle one, constantly changing its degree of curvature, and therefore very difficult to draw correctly: The pupil should observe that there is not the least part of it that can form a part of a circle or a straight line, nor is there any part of it like an angle. To criticise the work as it progresses, let the pupils examine it upside down and while holding it vertically and horizontally.

Errors to be avoided.—Beginners are very apt to make ellipses too wide or thick in proportion to their length. It is difficult for them to understand that circles seen obliquely appear very different from their real or characteristic shape. Fig. 21 shows some errors frequently committed. No. *a* is too narrow or pointed at the ends. An ellipse cannot be sharp at the ends until it approaches a straight line. No. *b* is too broad and thick at the ends. An ellipse always tapers gradually from the middle toward the end. No. *c* has the ends and sides very different in shape.

When the appearance of the circle has been drawn once, according to previous directions, it should if possible be placed nearer the student and drawn again, that he may notice how the apparent width of the ellipse increases, as shown in Fig. 22. Now place the circle farther away and draw it again.

Fig. 22.



FREE-HAND WRITING.

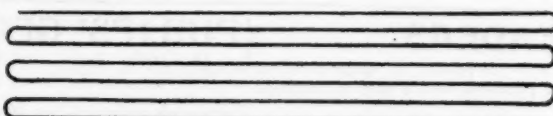
(Report of lessons given at primary school No. 18, New York City, Miss S. J. J. McCaffery, principal.)

"Free hand writing" was a new term to a visitor at this school and she entered a sixth grade primary class eager to find out its technical meaning. Forty little girls were sitting, the right side turned to the desk, the head well up, the entire forearm resting flat on the desk top.

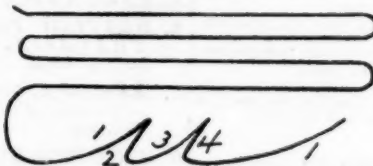
Let us talk about the new letter we have to-day, said the teacher. "One, two, three, stop; one," said the class, in concert, writing.

Write *vi*. "One, two, three, stop; one, two; one." Write *vu*. "One, two, three, stop; one, two, three, four; one."

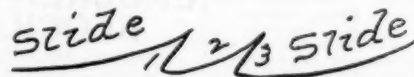
The teacher explained that with the older children we say *dot*, instead of *stop*, but the little ones, understand *stop* better. Now we will take the movement-drill. "Slide, back; slide, back; slide, back; slide."



Good, bold lines appeared on the papers. The children's arms moved freely and their fingers fell into the correct position. In the fifth grade, pens are used. The teacher said: Let your pens skate and then write *u*. "Slide, back; slide, back; one, two, three, four."



The fourth grade were writing *u*'s with long slides. "Slide, one, two, three; slide."



The third grade wrote *u* a number of times, connecting the letters with a long slide and counting, "Slide, one, two, three; slide, one, two, three; slide, one, two, three; slide."

The second grade wrote *u* and *v* with curves. "One, two, three, four, curve, slide."



"One, two, three, four, five, six, curve, slide." The counting fell into a kind of rhythmic chant by no means unpleasant to the ear.

A first grade class took an exercise that gave quite a comprehensive view of the work. Take the first movement (class in concert), "Slide, back; slide, back; slide."

Move on the flat of the arm, making the elbow the center of the circle. Write *u*, counting. (Class)—"Slide, one, two, three, slide."

Write three *u*'s counting, "Slide, one, two, three; slide, one, two, three; slide, one, two, three; slide."

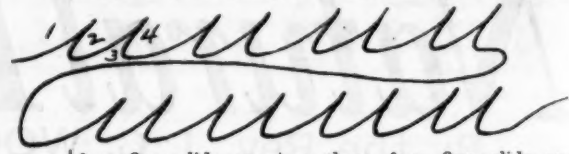
Write *u* three times, with curves. "One, two, three, four, curve, slide; one, two, three, four, curve, slide; one, two, three, four, curve, slide."



(When the first stroke of the letter is short, it is counted *one* instead of *slide*.)

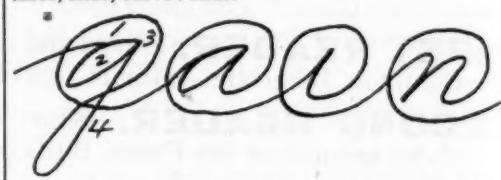
Write *u* four times, making it short; slide left and repeat. One, two, three, four; one, two, three, four; one, two, three, four; one, two, three, four; slide; one, two, etc."

Write the word *summons*, counting: "Slide, one, two; three; slide, one, two, three; slide, one, two, three, slide."



four, five; slide, one, two, three, four, five; slide, one, two, three; slide, one, two, three; slide, one, two, three; slide."

Write the word *gain* with curves. "Slide, one, two, three, four, slide, curve; slide, one, two, three, slide, curve; slide, one, two, slide, curve; slide, one, two, three, slide, curve; slide."



Class tell me what does the writing? "The pen." What moves the pen? "The arm and wrist." What must we do with the fingers? "Let them droop." Then, if we move our arms from the elbow, how will the pen point? "Over the shoulder like a gun."

Elsie may come to the blackboard and make some rolling *o*'s.

The principal and class teachers who are using these exercises find that strict attention is secured; correct pen holding, freedom, and rapidity of movement are acquired (without talking on the part of the teacher), and that the hand-writing developed is individual and not merely imitative. Another point is that the training is especially beneficial to left-handed children, as the movements cannot be taken with the left hand, and in the concert-drill and counting, the right hand easily comes into use.

KINDERGARTEN FORM STUDY.

(Report of a lesson given by Miss Caroline T. Haven, principal of the Kindergarten of the Workman's school, 106 West 54th street, New York City. Each child was given two four-inch squares of folding paper.)

Lay your papers with a corner toward you. Fold the front corner to the back corner. All show me the right angle on your folded papers. Open your papers. Turn them with an edge toward you. Fold the front edge over so that it will fit into the crease you have just folded. Fold the side edge to the crease. We folded this figure yesterday and called it what? ("A kite.") It has another name, a long name that I am going to tell you. (One of the children thought it was a triangle.) No; it is not a triangle. Why? ("The triangle has only three edges.") This has four edges. Do any of them go the same way? I will draw this figure on the blackboard. See! this line slants down toward my left hand, this slants down toward my right hand, this slants up to the right, and this slants up to the left.

You may take the other paper and fold a triangle just as you did before. Open the paper; fold the front edge to the crease. Turn the folded part in front of you. Before, you folded the side into the crease; now I want you to fold the back edge into the crease.

Take up the last piece of paper you have folded. How many edges has it? Are there two edges that go the same way? What do we say that they are like? ("They are like railroad tracks.") Are there two more edges that go the same way?

Here is one railroad track and here is another (rapidly drawing the rhomboid and pointing to the parallel lines.) What kind of angles are these? These? (Acute and obtuse.) If I draw this figure (the parallelogram) what kind of angles shall I have? ("Right angles.") What kind of a figure is it? ("An oblong.") Then this figure (pointing to the rhomboid) is like an oblong only the angles are not right-angles. (Difference of angles shown with the pointed slat.)

What do you suppose the name of this figure is? "The slanting oblong." We could call it so but it has another name. It is called the rhomboid, and the other figure is the trapezium.

Now you may open your papers and cut out the rhomboid and the trapezium.

No effort was made to have the children memorize the geometrical names of the figures, but the proper term was given naturally and simply as a matter of interest. After the figures had been cut out, the kindergarten asked, what are these pieces you have cut off? "Scalene triangles," said a little five-year-old.

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 It must print these copies clear, legible, and strong—Faint broken lines betray the counterfeit.
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LETTERS TO A YOUNG TEACHER.—VI.

MY DEAR YOUNG TEACHER:

Do you wonder what new burden I am going to lay on your poor, overloaded shoulders this time? Not much to-day. I'm going to be very practical, so don't throw me on one side till you "feel more like it," as teachers read educational literature. After all, this one-sided correspondence, giving you no chance to "talk back," has had its alleviations. The very ghostliness of your personality gives you opportunities to "dodge" the pointed arrows, and let them hit your neighbor across the way. Emerson's doctrine of compensation will apply everywhere, if one can only discover the secret of it.

You hear editors and the educational clergy say, "Teach current events in the school-room." Let us see if we can find any attractive way to do it.

On your way to school some morning you see the flag at half mast. Ask the first man you meet—anybody, everybody—the cause of it, and after the opening exercises take ten minutes and talk about it with the children in a comrade sort of a way. The dullest boy or girl you have will catch the chatty tone and conclude school isn't such a "poky kind of a place" after all. If the lowered flags mean respect for some great man or event, discuss it in the light of biography, history, ambitions, morals, aims for life—all these things can be taught in such a simple way and in such a pleasant disguise that the children never detect any instruction in it. "But this takes ten minutes from my regular program," you say. Don't say "program" to me, my child, in this connection or I shall become emphatic. Would you miss the opportunity to pick up pearls to-day because you hadn't planned to do it when you went to sleep last night? Don't make a fetish of your program.

A part of the "White House" at Washington burned down last night. "Well, children, what about the fire at the capital? When was the White House built? Why called so? What have people thought about the elegance or suitability of it for a president's residence in late years? Why has Mrs. Harrison found so much fault with it? What famous baby lives there?

The government has decided to have a new design on

our silver dollar. Take a dollar in your hand; if your teachers' purse shouldn't happen to have enough dollars in it to go round the class, make a sketch of it—both sides—on the board, what and who was on the old one? What changes on this? How much is the dollar really worth? What does "legal tender" mean?

A new political party has been created. *Let it alone.*

A vessel has "gone down" in the Atlantic ocean. Get your geographies; trace its course; give causes; rouse imagination—not of the suffering, but of sea voyages in general. How many "lines" of steamers are there? Write them on the blackboard.

A revolting murder fills the papers; a sensational elopement in high life is mixed up with it; the whole town are talking about it. *Ignore it utterly.*

A law has been passed that men and women teachers are to have the same salary if they do the same work and do it equally well. Put your children at once in a reverential attitude: *read them the one hundred and thirty-eighth psalm, and have them repeat it after you; close with the doxology.*

Hopefully yours,

KATE TRACY.

In Massachusetts, educational matters have not been as prominent as usual. The law to aid small towns with school superintendents was extended by providing that there shall be an annual appropriation of \$35,000 for that purpose. The movement to raise the compulsory education age to 15 years simmered down to a bill to enforce such a condition in towns and cities which give manual training. The fear or hope that political capital might be made out of the management of normal school boarding-houses ended in the passage of a simple bill for more thorough oversight of expenses. A nautical training school has been established for the training of seamen. Smith college has been allowed to hold property with an annual income of \$200,000, instead of \$50,000. A little further time has been allowed teachers in which to prepare their registers. A normal school diploma is to be equivalent to a successful examination. A new distribution of the school fund has been arranged.

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FIRST PUPIL.

Thomas Bailey Aldrich, poet, novelist, and editor, was born at Portsmouth, New Hampshire, a town, which he calls the "prettiest place in the world." He lived there much of the time with his grandparents, for his parents had their home in New Orleans. He was fond of boyish sports and pranks, many of which are described in the "Story of a Bad Boy." "Tom Bailey," as his playmates called him, was not a bad boy at all, only he liked fun as every boy does.

SECOND PUPIL.

When he first went to Portsmouth he was so homesick

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that he tells us he used to turn his pillow over "to find a dry spot to go to sleep on." But he soon became happy and contented in his grandfather's quaint old house. His particular delight was the garret, where all the broken-down furniture and worn-out clothing were collected. In his own little room was old-fashioned furniture, and marvelous wall paper, with wonderful yellow and red buds perching on bunches of leaves. Often in his lonely hours he counted these buds over, and found that there were two hundred and sixty-eight.

THIRD PUPIL.

Over the head of the bed were some shelves holding a few books. Among them were "Robinson Crusoe" and the "Arabian Nights." "The thrill that ran into my fingers' ends has not run out yet. Many a time did I steal up to this nest of a room and, taking the dog-eared volume from its shelf, glide off into an enchanted realm, where there were no lessons to get, and no boys to smash my kite," he says somewhere.

FOURTH PUPIL.

At school Thomas Bailey did not like mathematics, and he often asked his school-fellows for help in his arithmetic lesson. To pay for this he sometimes revised the compositions for the class, and even wrote them entirely. He liked Latin and French quite as much as he disliked arithmetic. He had quite a museum of natural history, containing white mice, parrots, a monkey, turtles, etc.

FIFTH PUPIL.

The father died when young Aldrich was sixteen, and he went to New York and was employed in his uncle's counting house. After a few years spent over ledgers, the young man resolved to earn his living by his pen. His first collection of poems had been published at eighteen, and the next book was a novelette. He now began to write reviews, stories, poems, and soon became assistant editor of the *Home Journal*. His next literary venture was in a newspaper called the *Saturday Press*, which did not pay and was soon discontinued.

SIXTH PUPIL.

His work now began to be known, and he went to Boston to edit *Every Saturday*. The *Atlantic* published some short stories, and "The Story of a Bad Boy," was brought out in *Our Young Folks*, and later appeared in book form. "Marjorie Daw and Other People" was published in 1873, and was followed by "Prudence Palfrey," and two more volumes of poems, "Cloth of Gold" and "Flower and Thorn."

SEVENTH PUPIL.

At the age of forty-four, Mr. Aldrich became editor of the *Atlantic Monthly*. While performing the duties of editor he found time to do much other work—"Friar Jerome's Beautiful Book," "The Stillwater Tragedy," and a book of travels called "From Ponkapog to Pesh." His work in all fields is excellent, but he is best as a poet

SELECTIONS FROM ALDRICH.

We knew it would rain, for all the morn
A spirit on slender ropes of mist
Was lowering its golden buckets down
Into the vapory amethyst

Of marshes and swamps and dismal fens—
Scooping the dew that lay in the flowers,
Dipping the jewels out of the sea,
To sprinkle them over the land in showers.
—"BEFORE THE RAIN."

In scarlet clusters o'er the gray stone-wall
The barberries lean in their autumnal air,
Just when the fields and garden plots are bare,
And ere the green leaf takes the tint of fall,
They come to make the eye a festival!
Along the road, for miles, their torches flare.
—"BARBERIES."

These winter nights against my window-pane
Nature with busy pencil draws designs
Of ferns, and blossoms, and fine sprays of pines,
Oak leaf and acorn and fantastic vines,
Which she will make when summer comes again—
Quaint arabesques in argent, flat and cold,
Like curious Chinese etchings.
—"FROST-WORK."

Hebe's here, May is here!
The air is fresh and sunny;
And the miser-bees are busy
Hoarding golden honey.
See the knots of buttercups,
And the purple pansies.
—"MAY."

October turned my maple leaves to gold;
The most are gone now; here and there one lingers.
Soon these will slip from out the weak twigs' hold,
Like coins between a dying miser's fingers.
—"MAPLE LEAVES."

The Summer comes and the Summer goes:
Wild flowers are fringing the dusty lanes,
The swallows go darting through fragrant rains,
Then, all of a sudden—it snows.
—"LOVE'S CALENDAR."

MONTH OF JULY.

July 12.—HENRY D. THOREAU, b. 1817.

July 24.—JOSIAH GILBERT HOLLAND, b. 1819.

July 26.—ROBERT FULTON, b. 1765.

July 31.—GEN. GEORGE HENRY THOMAS, b. 1816.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each author.

HENRY DAVID THOREAU was an American author and naturalist who lived at Concord, Mass. Determined to work no more than was necessary to provide for his actual wants, he devoted most of his time to study. He lived in a house built by himself, and his annual expenses were about seventy dollars. He never voted, and refused to pay his taxes, which, however, were paid by a friend. His favorite study was nature, and he made the fields, hills, and streams of his native town as well-known to others as to himself. One of his books, "Walden, or Life in the Woods," is devoted to natural scenery and descriptions of insects and animals. Emerson, who wrote an interesting account of his life, was his friend and neighbor. Several volumes have been published since Thoreau's death.

DR. J. G. HOLLAND was a well-known author and poet. He studied medicine in Pittsfield, Mass., and practiced for a time in Springfield. Tired of the medical profession, he went to Vicksburg, Miss., where he was teacher and afterward superintendent. Later he began to follow journalism, and became one of the editors of the *Springfield Republican*. In 1870 he started *Scribner's Monthly*, afterward the *Century*. His literary work comprises poems, essays, novels, and biography. All of his books are entertaining and instructive, and some of them have had a very large sale. The best known are "Bitter Sweet," "Mistress of the Manse," "Timothy Titcomb's Letters," "Arthur Bonnicastle," "The Story of Sevenoaks." Dr. Holland died October 12, 1881.

ROBERT FULTON was an engineer born in Pennsylvania. He made several successful inventions, among

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which was a machine for making ropes, and one for spinning flax. He was the first one to put the idea of a steamboat into effect. His first attempt was made on the Seine in France. It was successful, but his enterprise was not received with favor, and he went to New York and continued his experiments there. In 1807 the *Clermont* was launched on the Hudson. It made a successful start in the presence of thousands of spectators.

GEN. GEORGE HENRY THOMAS, one of the generals of the Civil war, was born in Virginia. His first military service was in Florida, fighting the Indians for two years. In the war with Mexico he distinguished himself and won promotion. During the Civil war he took a prominent part in a number of battles. His skill at the battle of Chickamauga won for him the title of the "Rock of Chickamauga." His death occurred at San Francisco in 1870. Congress passed resolutions of sympathy, and he was buried at Troy, N. Y., with military honors

MOTION SONG.

By LETTY STERLING.

Air—"Lightly Row."
 Right arm moves,
 Left arm moves;
 And a look of pleasure proves
 That each one
 Finds some fun
 While this task is done.
 In this little exercise,
 Work for mind and body lies—
 Counting time,
 Keeping time,
 Making motions chime.
 Sing we sweet,
 While our feet
 Easy, simple steps repeat;
 This way—so
 Do they go,
 As our teachers show.
 Shoulders back, we squarely stand;
 Now our chests can well expand;
 Each breath goes
 Through the nose.
 Now we pose on toes.

HOW TO USE THE MIMEOGRAPH.

During the course of a lecture on the "Teaching of History," at Columbia, S. C., Prof. R. Means Davis, of the university of South Carolina, spoke of the advantages to be derived from the use of the Mimeograph in the teaching of historical geography. He said: "My mimeograph will make an impression covering an area of about 8 1-2x12 inches. If I desire, for instance, to teach the geography of western Europe, I prepare a map (generally a physical map) of the required size of any ordinary piece of paper. Placing this on a sheet of blotting paper, and super-imposing the translucent stencil paper on it, I take a pencil or any other blunt-pointed instrument and follow the lines by slight dots (not sufficient to penetrate the stencil). I first tried the plan of tracing a continuous line, but discovered that when I attempted to retrace this on the steel surface of the Mimeograph, it was difficult to avoid leaving some of the lines untraced. By the adoption of slight indentations, I found no difficulty whatever in tracing a stencil with the stylus. I consumed less than an hour in drawing the map and preparing the stencil. Then placing the stencil in the frame I was able to strike off 400 impressions in an hour with the assistance of three boys. I used brown manila paper, the sheets being 9x12 inches."

He added that he used the maps in this way. From ten to twenty localities are called out and the class directed to indicate each by its appropriate number. The maps are then handed in for correction. In this way a recitation in geography may be conducted in less than five minutes and the knowledge of the pupil can be estimated with absolute accuracy. In the same way the student may be required to trace on these maps the limits of France at different periods of her history. One or two colored pencils will supply the different tints for the map.

The Mimeograph may also be used in the preparation of chronological tables for class review, and in many other ways. The teacher who has one possesses virtually a cheap printing press. In the making out of reports the Mimeograph might be used to prepare for the parent a table showing the standing of each child in a grade. The expense of printing 100 copies on even the best linen paper is about fifty cents; while on the ordinary brown paper it is six cents for the paper and four cents for the stencil and ink.

The New York Central & Hudson River Railroad Co. announces the following series of pleasure tours arranged with special reference to the New York Teachers' Association Meeting at Saratoga:

and the National Educational Association Meeting at Toronto, July, 1891.

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ROUTE: New York to Suspension Bridge, via N. Y. C. & H. R. R. R. Suspension Bridge to Toronto, via Grand Trunk Ry. Returning same way. \$11.85
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 Tickets good going July 8th to 15th inclusive, and good to return July 14th to 20th inclusive. Extension to September 25th may be obtained by depositing ticket with Joint Agent at Toronto, between the dates of July 11th and 18th.

Tour No. IV. New York to Toronto and return.

ROUTE: New York to Troy, via N. Y. C. & H. R. R. R. Troy to Saratoga, via Delaware & Hudson R. R. Saratoga to Schenectady, via Delaware & H. R. R. Schenectady to Lewiston, via Niagara Falls & N. Y. C. & H. R. R. R. Lewiston to Toronto, via Steamer. Toronto to Clayton, via Lewiston & R. W. & O. R. R. Clayton to Alexandria Bay, via Steamer. Alexandria Bay to Clayton, via Steamer. Clayton to New York, via R. W. & O. & N. Y. C. & H. R. R. R. Tickets good going from July 3rd to Aug. 5th inclusive; route from Toronto up to July 16th, and to New York up to July 26th.

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IMPORTANT EVENTS, ETC.

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POPE LEO XIII. ON SOCIAL REFORM.

The encyclical on the social question, which the Pope has been preparing for the last two years, was published recently, and has called forth a great deal of favorable comment from publications of all shades of opinion. All classes of Christians will be gratified that one in so exalted a position, wielding a world-wide influence, should find time, in spite of his advanced years and many cares, to prepare such a document.

It shows that the head of the Roman Catholic church keeps in touch with the great questions of the day. As a young man of thirty years he was sent as a papal nuncio to Belgium, a land of liberty, where in the court of Leopold I. he breathed the life-giving air of modernism, and was initiated in all the generous aspirations of the age. All his long life he has been a constant newspaper reader, in order that in directing the policy of the church he might meet the new conditions that are constantly arising. He thoroughly believes that the church must address herself to the solution of all the practical problems of life.

In his encyclical he says that some remedy must be quickly found for the misery and wretchedness that press so heavily on the poor, a condition of things made much worse by the concentration of labor and of wealth, so that the masses of the poor bear a load little better than slavery. He rejects the remedy of the Socialists on the ground that it would rob the laboring man of his savings. The laborer has a right not only to remuneration, but to dispose of that remuneration as he pleases, to live sparingly, to save money, and to invest his savings in a permanent form. This, Socialism will not allow. A man has by nature a right to possess property, to save property for his children, and to hold as his own the property he has reclaimed from sterility, or has obtained from those who have reclaimed it.

He says further that religion must draw the rich and the poor together; that the rich must take an interest in the workingman, and give him what is just and right. Christianity should care for the poor and the orphans, and the state should see that no particular class suffers, and especially that the hours of labor of women and children be not too long. Strikes are caused by long hours of labor or insufficient wages. This will be prevented by just

treatment. The condition of the workingmen may be bettered by societies for mutual help.

A CLOSE SEASON IN BERING SEA.

The joint agreement between the United States and Great Britain for a close season in Bering sea, in order to prevent the seals from being exterminated, has been formally proclaimed by President Harrison. Both nations, until May next, will keep their sealing vessels out of that portion of the sea designated in article one of the treaty of 1867, between the United States and Russia, except that the United States has the right during that time to take "7,500 seals for the subsistence and care of the natives." This is the clause that is in danger of being abused. It is evident that the North American Commercial Company, having the right from the United States to catch seals in Bering sea, did not want this agreement, and that they used all the influence they could with the government to prevent its adoption. It is feared that the language used in the agreement may be construed so as to allow the North American Company to drive and cull the herds at the rookeries, in order to select the most valuable skins, instead of taking only such seals as are fit for food. The constant driving of the same herds, with a view to selecting the best skins, is well known to be terribly destructive to the seals, and if this is not prevented a large part of the benefit of the close season agreement will be lost.

Lord Salisbury is entitled to credit for his fairness and his efforts to hasten the agreement, the first official proposition having come from him. Now that it is in force, how is it to be carried out? The British minister will select two or three able and well-trained men to investigate the condition of the seal rookeries. It is claimed that the United States might have more experienced men than those chosen to meet the British agents. Capt. Hooper, of the revenue steamer *Corwin*, has been ordered to the Pribilof islands to distribute copies of the proclamation to all American and British persons, and enforce its provisions. He is instructed to seize any American or British persons and vessels found to be, and to have been, engaged in sealing in the prohibited waters after notice, and bring or send them to the nearest convenient part of their own country for trial.

The *Rush* and *Bear* will also assist the *Corwin* in guarding the seals. The latter vessel has seen more hard service than any U. S. vessel afloat. She has made seven arctic cruises, one time going 1,300 miles beyond Bering strait into the Arctic ocean. The *Corwin* rescued the officers and crew of the *Jeannette* relief ship *Rodgers*. She is pro-

vided with four breach-loading three-inch rifles, and two Gatling guns, and has on board provisions for a five-months' cruise.

A NEW NAVY BUREAU.

It has been decided to establish a permanent torpedo board some time in July, and the building of torpedoes and torpedo boats will be begun on an extensive scale. One hundred Whitehead torpedoes have been ordered as a starter from the English Whitehead establishment.

The Ericsson submarine torpedo boat *Destroyer* will be tested by the board. All trials and tests will be made at Newport.

Both the Howell and Whitehead torpedoes are discharged from launching tubes fitted in the hulls of ships, either in broadside or in the stern or stem. They are both auto-mobile their propelling power coming from engines set in the body of the torpedo. The engines work twin screws. The torpedoes are hurled out of the launching tubes by a small powder discharge operating against compressed air. The torpedoes leap into the water some fifteen feet away from the ship, dive, and take a course parallel to the surface of the water and in the direction in which they have been aimed. The machinery of the torpedoes is set in motion before the discharge. The depth of the torpedo below the surface of the water is regulated by valves which respond, closing or opening, to varying depth pressures. Ordinarily the torpedoes run on a course 15 feet to 17 feet below the surface. This depth brings the torpedo against the underwater hull of the enemy's vessel. The torpedo explodes on concussion. The general shape of these torpedoes is that of a cigar with a diameter of 18 inches, and a length of 18 feet.

GEOGRAPHICAL NAMES.—The board of Geographical Names has been getting rid of many needless instances of the possessive case in names of places. One change in spelling is that of Behring's sea to that of Bering sea. The board has several other principles of simplification and shortening such as cutting off the last three letters of names that end in *borough*. It is suggested that *city* be struck from many names of places. Of course in cases like Kansas City the additional word may be necessary to distinguish the town from the state.

INDIANS IN GOOD HUMOR.—The United States commissioners recently met to mark the dividing line between the Rosebud and Pine Ridge agencies. Twenty-seven chiefs met the commission, and the Ogallalas consented to have the dividing line moved sixteen miles to its proper

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place. After the meeting 600 Brules, held as prisoners of war since the Indian war, were released. It is said that liberal rations are now being served to the Indians.

FORTIFYING COAST CITIES.—The first of the twelve-inch breech-loading steel rifles intended for coast defence was received at Sandy Hook a few days ago. It throws a 1,000-pound shot, and is considered sufficient for fighting any armor-clad vessel. Still it is intended to construct a number of sixteen-inch guns for use at New York, Boston, and San Francisco.

BRITISH COLUMBIA AND THE SEALS.—Premier Robson, of British Columbia, visited Ottawa to urge the Dominion government to remonstrate against the immediate enforcement of the act to stop sealing in Bering sea. He holds that interference with the sealers the present year will be ruinous. Some of the sealing vessels are already in Bering sea and others have been fitted out at great expense.

PORTUGAL'S BUDGET.—Minister Cavalho's budget proposes the adoption of a gold and silver standard, raises the import duty on alcohol, reduces government expenses, and announces that tenders will be invited to complete the Delagoa bay railway and docks.

MANY VILLAGES INUNDATED.—An artificial lake, 1,000 feet long, 350 feet wide, and 80 feet deep, formed by the Martell glacier behind the Zuffallerner mountain, in the Tyrol, burst its confines and flooded the valley. The huge volume of escaping water caused a shock like an earthquake to the surrounding country and made a deafening noise. Many villages were inundated and much property was destroyed.

QUESTIONS.

Why is it necessary to irrigate some portions of the West? What ancient nations carried on artificial irrigation successfully?

What changes might profitably be made in the spelling of geographical names?

Compare London's population with that of the leading cities in the United States?

What was said to have been the cause of the late Indian war in the West?

What are the principal cities in the United States to fortify?

Why are the British Columbians opposed to a close season in Bering sea?

Of what use will the Delagoa bay railroad be to Portugal?

OF SPECIAL INTEREST TO PUPILS

HOW TREASURES ARE GUARDED.—The National museum at Washington contains within fragile glass cases treasures of historical and intrinsic value amounting to millions. To all appearances it looks as if a thief might steal them with impunity, but there is a guard better than all the watchmen in the place—electricity. If one attempted to take so much as a penny, a burglar alarm would immediately be rung, and the attendants would rush to the rescue. The United States cannot afford to have these treasures stolen; hence the very perfect means for protecting them.

SOME VALUABLE RELICS.—Among the articles there, are the presents General Grant received during his trip around the world. These include three large caskets of solid gold, each as big as an ordinary four-pound confectionery box and very massive, which were given by London, Ayr, and Glasgow, containing the freedom of those cities. In addition to the Grant presents, there are a great number of gold-bilted swords, with solid gold scabbards. Two of them were given to Gen. Shields by the state of South Carolina and Illinois respectively, for services in the Mexican war. Congress bought them from Gen. Shields' family for \$10,000. A golden scimitar given by the emperor of Morocco to Thomas Jefferson is one of the most precious relics. Another is a gold box set with initials in diamonds presented to Francis, the inventor of the life-saving car, by Napoleon III. There is a reproduction in the fac simile of the celebrated plate of solid gold, weighing nearly four pounds, which was dug up in Rome in the year 210 A. D. with sixteen golden coins of different emperors set around its margin. In the collection of rare coins is an original Egyptian silver piece with the head of Cleopatra on one side and that of Marc Antony on the other. There are also specimens of all the moneys mentioned in the Bible, including the "widow's mite," worth half a farthing of Judea; the silver Roman "tribute penny," valued at ten cents; the shekel of Jerusalem, and the tetradrachm of Sidon and Tyre.

BROTHERS OF THE SAHARA.—This is the name of a new Roman Catholic order founded by Cardinal Lavigerie. He called for volunteers for the work and received responses from every part of France. He bought a piece of waste land near Biskara, under which water has been found, and he set the Brothers to work reclaiming it. There they are at present, hardening themselves to the climate and devoting themselves to Saharan husbandry. At the same time they are studying the dialects of the Sahara and the Soudan. They will be trained in arms, as they may have to defend

themselves. The food of the Brothers will be dates and hard biscuits. They will wear the tunic of the Touaregs and wide trousers fastened above the knee. Veils will cover their faces to ward off the desert sand storms. In summer they will work all night and sleep in the day. Two large buildings have been erected at Biskara as their dormitories. The cardinal purposes to establish these stations throughout the Sahara wherever water can be obtained and he hopes that in the next twenty or thirty years great progress will be made toward civilizing the wild tribes of the Soudan.

SOUTH AFRICAN RAILROADS.—The people of the Transvaal republic have hitherto resisted all attempts to build railroads in their territory, but they have had to yield at last. One is being built across the Orange Free State to the frontier of the Boer republic, while the Natal railroad has already reached the frontier. Another enterprise is the railroad in Angola, which extends from Loanda on the west coast to Ambaca, about 160 miles from the coast. It will be extended several hundred miles further to Malanje.

FOR THE BLUE AND GRAY ALIKE.—On Memorial day in San Antonio, Texas, a prominent lawyer in his address advocated the building of a big monument to the memory of Federal and Confederate soldiers which should overtop the Washington monument. The site he would have fixed by a veteran vote and the money raised by national contributions. It would be a lasting reminder that the war had ended.

JEWISH EXODUS FROM RUSSIA.—The Jewish relief committee in Berlin say that about 600 Russian Jews pass through Charlottenburg daily on their way to America. The expulsions continue in St. Petersburg where groups of Jews, including well dressed women, are to be seen in the streets, under the escort of gendarmes, going to the police station before they are started for the frontier.

CEYLON TEA CULTURE.—In the preparation of tea, machinery has in great part taken the place of hand labor. The vast crops of tea raised in Ceylon are now rolled, sifted, fired, and made ready for the market by machinery, so that the labor costs far less than in China, where hand work is still used. The tea plantations of Ceylon are now in the hands of British proprietors, Englishmen, Irishmen, and Scotchmen, and they are displaying energy in enlarging and improving the tea product of the country. These British proprietors employ the Cingalese in cultivating their plantations, while they hire Tamils for the harder kinds of labor.

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handsomely and appropriately illustrated throughout, and has a richly colored chromatic plate as a Frontispiece, which represents "The Wonderful World in which We Live." It also contains the Flags of all Nations, handsomely printed in true and appropriate colors. The appendix has the Census reports for 1890.

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NATIONAL EDUCATIONAL ASSOCIATION. Toronto, July 14-17, 1891.

The outlook for the meeting at Toronto is bright. If there is a small attendance it will be the fault of the railroads. The round trip is one fare plus two dollars membership fee. But this was not reached early enough; it should have been announced June 1. Then several railroads have taken no pains to inform the teachers. If the attendance is less than 10,000, it will be the fault of certain railroads. Experience has shown that it takes two parties to get up a big meeting; the association and the railroads. THE SCHOOL JOURNAL has certainly done its part.

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The New York, Lake Erie, & Western Railroad runs a fine train from New York to Chicago every day, starting at three o'clock in the afternoon. Having just made the trip, the editor of THE SCHOOL JOURNAL is able to say: "The smoothness of the

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The Brooklyn Chautauqua has planned an excursion to Chautauqua July 3, via the Erie R. R. \$10 for round trip. From Chautauqua to Toronto the excursion fare will be about \$3. Miss C. A. Teal, 214 Halsey St., Brooklyn, has charge of this.

The Vermont Central, like all other trunk lines, will furnish tickets to Toronto. This road ought to be loaded with delegates from the New England states. It has fine facilities.

The magnificent buildings comprising the Toronto university were destroyed by fire in 1890 and are now nearly rebuilt. It is in the form of a quadrangle about 200 feet square. The main front of the building is 300 feet long with a beautiful Norman tower, its center 120 feet in height. The east side of the building is 200 ft in length; the west side of the quadrangle is about 200 feet long and is used as a residence for the students.

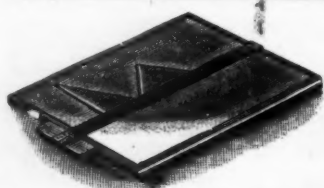


UPPER CANADA COLLEGE.

UPPER Canada college was founded in 1829, and modeled after Eton college. It is of especial interest from an historic point of view, for it has been the training place of two generations of Canadian statesmen and law-makers. A fine new building has been provided by the government, so that residence at the old college is drawing to a close.

The main building of the Industrial Exhibition will be devoted to school exhibits. It will be the most visited of any.

TORONTO UNIVERSITY.



THE LITTLE WORD "KIT"

has not been known in the school-room many years, but it has a very familiar sound there now, because of the wide-spread use of the

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In the upper left-hand corner of this advertisement you have the front view of the kit, with the T-square and triangles laid on it, and in the lower right-hand corner the rear view, with the T-square and triangles securely fastened to the board. If you don't know all about the kit already, send for descriptive circular.

Have we novelties in school material this season? Certainly. We could not help bringing them out, because whenever our friends invent a real good thing they insist on our introducing it to the public. One of the best devices to be found in the whole catalogue is the box of *Sewing Cards* which Miss Sarah L. Arnold has just contributed to our list. They are to be used with a *Series of Lessons on Plant Life*, according to methods that are fully explained. For 50 cents we will send you a sample box of the cards. Another new thing is the box of *Primary School Diagrams*, a guide to paper weaving in the primary schools, suggested by Miss Rose Jackson of Hartford, Ct.

What have we been doing the last year? Devoting ourselves to the Color Question. We have published the book "COLOR IN THE SCHOOLROOM"; it sells for \$1.00. We have also issued three tracts on color, "PRIMARY COLOR INSTRUCTION," "COLOR IN THE KINDERGARTEN" and "THE BRADLEY COLOR SCHEME." We will mail either of these pamphlets to you for a two-cent stamp, provided you are thoughtful enough to mention THE SCHOOL JOURNAL. Moreover, we have put on the market an extended line of

EDUCATIONAL COLORED PAPERS,

based on the six standard colors of the Solar Spectrum, which includes the shades and tints of those standards, their intermediate hues, with shades and tints, and various other combinations. We have also carried all of these colors into the kindergarten occupations, thereby greatly improving our material in this department. We have utilized the Maxwell Disks for color teaching in the kindergarten and primary school, as well as the college, in connection with the color wheel, opening the way for possibilities in this line of work that were scarcely dreamed of a year ago.

SEND FOR THE NEW CATALOGUE.

It has 80 pages, and contains all the information concerning the Kindergarten Gifts and Occupations and The Primary School Aids and material for more advanced pupils that we care to give away. But if this information does not satisfy you, send 25 cents for "Helps for Ungraded Schools," which explains in detail the uses of this material.

Do not depend on this advertisement for your knowledge of us. If you do not see something mentioned here that you want, and think that it ought to be in our line, write us about it. We may have it; and if not, we may be glad to make it. By reason of many such suggestions we are able to keep up the standard of our material. If you are in Springfield, come and see us; and if you have any doubt of a cordial reception bring this advertisement in your pocket.

Remember that we make a specialty of Educational Games and Home Amusements, about which we print a separate Catalogue.

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THE FOUNTAIN SONGS. 66 pages of excellent songs, for advanced pupils, teachers' meetings, etc. No instructions. Price, 15 cents, or \$1.50 per dozen, \$10.00 per 100. Word edition of the same, 5 cents, 50 cents per dozen, \$4.00 per 100.

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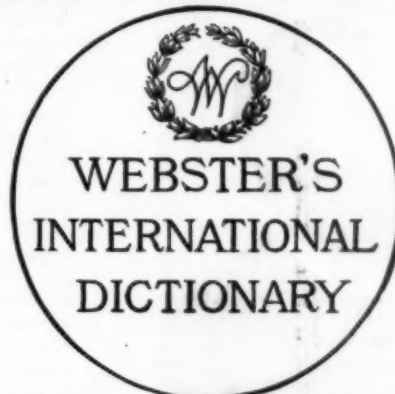
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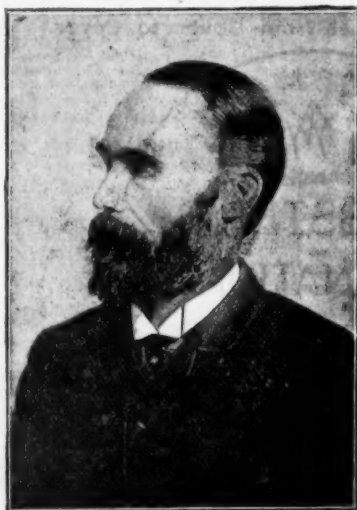
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THE EDUCATIONAL FIELD



HON. G. W. ROSS.

Hon. G. W. Ross, LL.D., M. P. P., minister of education for Ontario, was born in the county of Middlesex, on the 18th of September, 1841. He is of Scotch parentage. In boyhood he attended the public schools and commenced to teach in 1857. In 1869 he attended the normal school, Toronto, and in 1871 was appointed public school inspector. After this he devoted his attention to the establishment of county model schools, which have been of such value in late years. For a time Mr. Ross was editor and proprietor of the *Strathroy Age* and *Huron Expositor*, his intimate knowledge of public questions being of great advantage to him in this profes-

sion. He was also associate editor of *The Ontario Teacher*, the first educational journal published in the province as a private venture. In 1879 he turned his attention to law, and obtained the degree of LL.B. from Albert university, and was in 1887 admitted to the bar. In reform politics he has long been a prominent figure. He was first elected to the House of Commons in 1872, two years afterwards by acclamation, and again in 1878 and 1882. In November, 1883, he was appointed minister of education and elected to the local legislature. Mr. Ross is a ready debater, an incisive speaker, a wonderful condenser of facts, and a progressive administrator. In religion he is a staunch Presbyterian. He received the degree of LL. D. from St. Andrews university, Scotland, in 1886.

THE commencement exercises of the Jacksonville, Fla. graded school (colored) were held June 8, at the Park opera house in that city. This school, otherwise known as "Stanton Institute," is under the supervision of Prof. William Artrell, principal. The exercises were full of brightness and novelty of design. Among others was the building of a monument upon the stage by the graduating class. Each held a square block representing marble, and as the essays or orations were delivered, the blocks, each bearing the initial letter of the subject treated, were placed one above the other in the order of monument building. Order at the base, with Excelsior, Determination, Usefulness, Character, Attention, Truth, Independence, Obedience, and Nature brought out E-D-U-C-A-T-I-O-N, to which the monument was dedicated. This design originated with Prof. Artrell, and was a happy and artistic success as it stood completed and hung with garlands. The audience was mainly composed of the colored people of the city.

NOTHING assists in the management of a school more directly than convenient surroundings. This thought was intensified by Dr. Hancock in a recent institute in Ohio, where he gave practical directions in the building of school-houses. Good ventilation, good lighting, and

shrubbery and flowers, he maintained, were essentials, and the unabridged dictionary was not to be forgotten as an inside factor of success. The year 1890, with its compulsory education law, was a new era for Ohio.

THE geographical collection of the department of geography of the Brooklyn institute, numbering fifty cases, has reached home. It is thought fifteen thousand people attended the exhibition of it in Boston. Excursionists from fifty and sixty miles distant visited that city to see the collection. The committee having this matter in charge will continue the work and, exhibitions will be given next fall and winter. It is the intention to add to the present material such features that it will represent the latest and best appliances in the geographical line.

MISS HUNTINGTON (inventor of the Kitchen Garden), has invented what she calls a "Housekeeping Lesson Trunk," to give object lessons in housekeeping to poor whites, colored people, and the Indians. It is a locked box, light enough to be carried from school by children, and large enough to hold the utensils for setting a simple table. The teacher follows with the food, unlocks the box, sets the table, sees that the children are decent for the meal, asks the blessing and presides, and at the close superintends the washing of the dishes. Thus neatness, thankfulness, table manners, and order may be taught, and the desire awakened to earn and buy such articles for themselves.

A COMPARATIVELY new kindergarten journal—half a year old—under the name of *Child Life*, is published in Fleet street, London, by Messrs. George Philip & Son. It contains information in detail of the progress of the kindergarten movement in England, correspondence from different localities, notices of Froebel celebrations, and the many things that are of interest to kindergartners.

It seems that the statements made that heavy mortgages were lying on most of the farms is untrue; this

(CONTINUED ON PAGE 456.)

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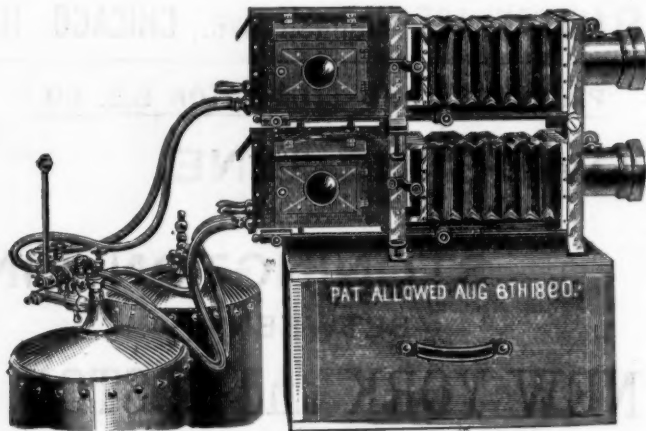
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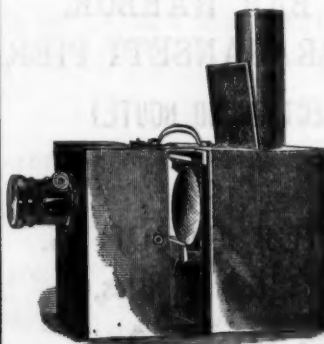
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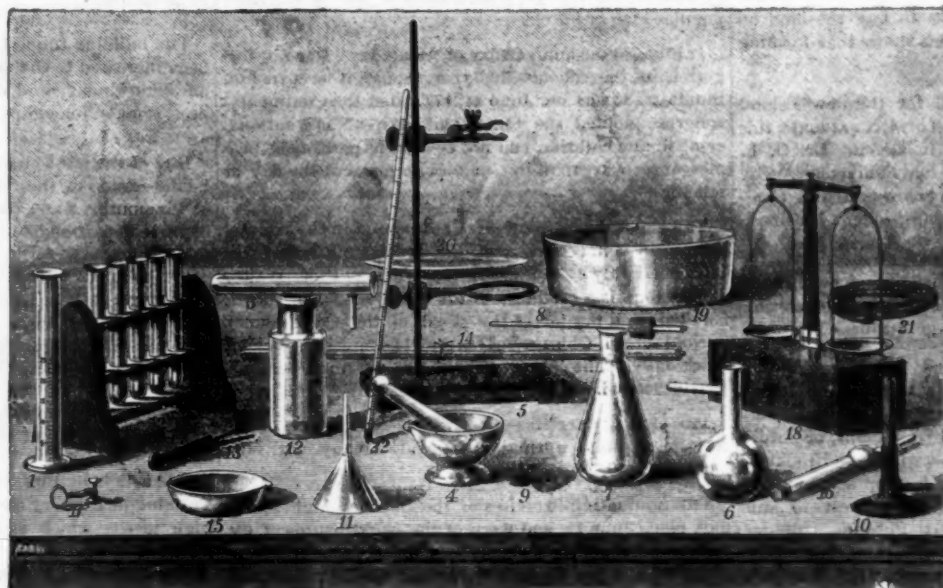
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OVER THREE HUNDRED MILLIONS PAID TO THE POLICY-HOLDERS.

The assets of the Mutual Life Insurance Company are often referred to as "The Great Family Fund" held by the Trustees of the Company for its policy-holders.

During the year 1890 The Mutual Life Insurance Company of New York paid to its policy-holders from this fund the enormous sum of \$14,973,200.05, the largest amount paid in any one year by any Life Insurance Company in the world. The total sum paid to the insured since the formation of the Mutual Life in 1843 exceeds three hundred millions of dollars, the exact sum being \$304,655,147.17. The mind can scarcely grasp the immensity of this sum of money, or realize the immeasurable benefits accomplished by its distribution. It has relieved the wants of the needy, has carried comfort to sorrowing widows and orphans, and has saved from destitution and poverty the hoary head of age.

has been one of the claims made by the Farmers' Alliance. One county in Iowa (Sarpy) has been carefully examined. Only two-sevenths is mortgaged; seventy per cent. pay eight per cent. interest or less—none more; sixty per cent. of the money was to buy the land on which the mortgage was laid. This shows that farming is a good business.

AMONG the professors selected for the new Leland Stanford, Jr., university, is A. G. Laird, a graduate this year from Cornell, as instructor in Greek. Dr. O. L. Elliott has already gone to the new university. Ex. President White and Professors Schurman and Comstock have also been secured as non-resident lecturers.

THE school of finance and economy, at the University of Pennsylvania, for the special education of young men who intend devoting themselves to politics, journalism, finance, or the management of large business interests, has proved a success.

THE united graduating classes of the New York and Brooklyn schools will make an excursion to Washington's Headquarters, Newburg, and West Point, on Saturday, June 27, 1891. The steamboat will leave Brooklyn at 9 A. M.; New York, at 9:30. It is proposed to make the trip one of special historical interest to students. Revolutionary relics, Fort Putnam, trophies of Mexican war, Fort Lee, Fort Washington, Stony Point, Verplank's Point, Fort Montgomery, Wolfert's Roost, Idlewild, and many other places of literary and national interest will be visited. The excursion will be under the personal supervision of school principals.

DR. CHARLES EASTMANN, a Sioux Indian, who has a government appointment at Pine Ridge Indian Agency, was married last week in New York city to Miss Elaine Goodale who has long been prominent in Indian affairs. Miss Goodale was early known as a poet, while on her father's farm in Stockbridge, Mass. She began teaching in Hampton Institution in Virginia, and her first

pupils were Indian boys in whom she became interested to a degree that her whole life will be devoted to the cause of Indian education. Dr. Eastmann is a graduate of Dartmouth college, where he was one of the most popular men of his class.

It is hoped the anniversary of "Flag day" was not forgotten in the schools this year, though it occurred on Sunday. It was on June 14, 1777, that the Continental congress adopted the "Stars and Stripes" as a national symbol, and children can not be taught patriotism in a pleasanter way than by some observance of the day at school.

The sloyd department at Chautauqua in the coming season (in connection with the Teacher's Retreat) will be opened July 4—August 1. The teacher, Prof. Walter J. Kenyon, is a graduate of the Nääs school of Sloyd, Sweden, and master of the sloyd in the Cook county normal school, Chicago. There will be four hours' sloyd work daily. The course will extend over three seasons. Certificates will be issued at the close.

THE closing exercises of the ninety-fourth term of the New York state normal college at Albany will take place June 19, 1891.

THE graduating exercises of the St. Paul high school took place June 12, and were of the usual degree of excellence. These closing exercises are always "an occasion" to the largest audiences ever called out in that city. The graduating class numbered eighty-four. No similar school in the Northwest has a broader outlook or more careful supervision.

It appears that the general ratio between the school-house and the saloon is one to twenty-four! As Prof. Taylor Lewis said in his last days, "There is a screw loose in the school-room; the child must be impressed with what is right, no matter what lessons it learns besides."

THE Brooklyn board of education wants \$1,132,722.20

more than was spent during 1890 for running the schools. Last year \$2,870,148.28 was expended. This is quite an increase, without doubt much needed, but quite unlikely to be obtained.

THE building fund of the new Chicago university has been increased to the sum of \$1,250,000. There is also an endowment fund of \$2,000,000 for the support of professors, scholarships, etc.

ONE of the most promising of summer gatherings will be the session of the school of applied ethics, to be held at Plymouth, Mass., beginning July 1. It will consist of three departments: Economics, History of Religions, and Ethics.

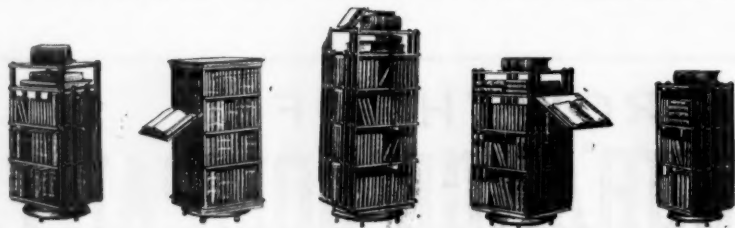
VIRGINIA is becoming interested in the World's fair. It is proposed to make the Virginia state fair in 1892 a much grander affair than usual, and then to take the best of the exhibits to Chicago in 1893.

PERU has appropriated \$25,000 to defray the expense of making its exhibit at the Columbian exposition.

THE article by Prof. Gustave Guttenberg on "Science Training in Primary and Grammar Schools," was one of high merit, which is recognized by *The Educational Times*, London. It is copied into the issue of that paper of April 1, with due credit to THE SCHOOL JOURNAL.

THE department of public instruction, Albany, is anxious to secure copies of the thirtieth annual report of the state superintendent of public instruction (1894). Exchange will be made for reports of later years, or a reasonable price will be paid for a limited number of copies. Where exchange is desired, the report may be forwarded by express, at the expense of the department. Copies of report for 1878 are also desired. Where compensation is expected, it would be well to address A. S. Draper, superintendent.

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CLEVELAND SCHOOL FURNITURE CO.,

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CLEVELAND, O.

June 15th, 1891.
"PRES'T. D. H. COCHRAN,
Polytechnic Institute, Brooklyn, N. Y.
DEAR SIR:—Will you kindly permit us to use your letter of June 12th, in an advertisement which we contemplate placing in the "New York School Journal" for the month of July?
Very truly yours,
CLEVELAND SCHOOL FURNITURE CO."
"CLEVELAND SCHOOL FURNITURE CO.,
GENTS:—Your workman has done his work most satisfactorily, and the desks he has put together and put down are entirely satisfactory, and we are ready to pay your bill for same. Please send the bill at once, that I may certify it before leaving the city.
Yours truly,
DAVID H. COCHRAN."
"POLYTECHNIC INSTITUTE (President's Room.) Brooklyn, N. Y., June 17, 1891.
CLEVELAND SCHOOL FURNITURE CO.,
GENTLEMEN:—You are at liberty to use whatever I have written to you as you please. I am more than pleased with your desks, and in case we reseat the old building, you will hear from us.
In haste, Yours very truly,
D. H. COCHRAN."



The "REGAL" was awarded the Contract by the Government of the United States for supplying the Department of the Interior with School Desks and Seats for the fiscal year over all Competitors, May 25, 1891.

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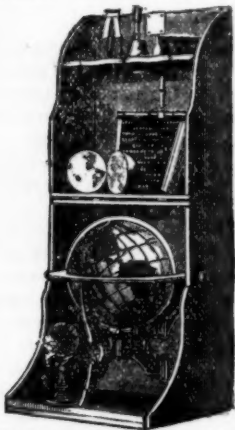
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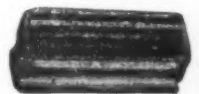
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 Thousands in daily use in every state. Solid Back
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AGENTS WANTED.

SIDNEY, OHIO.

Mrs. J. E. CURRIE read a stirring paper before the W. C. T. U. at Welland, Ont., in which she said that there are in the province 7,967 teachers, of whom 5,193 are women, and that their influence has raised the standard of education in the schools, and has led to better discipline with less punishment. As yet, comparatively few teachers hold first class certificates, but the call is "Higher, still higher." The number of female teachers receiving certificates as high school teachers and assistants is steadily on the increase.

SOME of the pupils of the Newark high school are having valuable experience in journalism, if we can judge from the well edited and well printed *High School Annual* for 1891. It contains essays, editorials, verse, and news, written by the pupils. The high character of the contributions show that they have had good training under Principal Hovey and his assistants.

A PRIZE of one hundred dollars has been offered by the grand-niece of James G. Birney, for the best contribution to American history by a resident student of Johns Hopkins university. The competing manuscripts must be submitted to Prof. H. B. Adams on or before May 1, 1892.

THE suggestion that a vessel be constructed "which shall be an exact reproduction of the one in which Columbus sailed to the new world on his voyage of discovery" will be carried out. Lieut. Little of the naval branch of the Columbian exposition has been detailed to superintend the work. Descriptions and pictures of the interior will be obtained in Europe. This vessel will lead in the proposed naval review.

A MEETING has been held by the alumni of Phillips academy, Andover, to raise \$375,000 to increase the facilities of the academy. An English professorship and a professorship of modern languages, a gymnasium, and a science building will be among the new plans for that institution.

A WRITER in the *Edinburgh Review* suggests that the next thing in the way of a national expedition be an Antarctic trip. How much the globe is flattened at the south pole is yet to be settled; besides that of the subma-

rine temperature, the courses of currents to be followed up, the period of winds to be determined, and the caprices of storm and temperature to be explained. The application of this to the forecasting of the seasons in Australia is urged as a grand ultimatum and a desirable result to be obtained from such a trip. Why does not the scientific thirst extend to the south as well as to the north pole?

AN international congress of hygiene will be held in London, August 10-17. One section, of which Mr. J. R. Diggle, M.A., chairman of the London school board, is president, will discuss "The child under normal conditions; his education; hygiene of school-room, its construction, apparatus, etc.; distribution of time for educational purposes, mental and physical; physical, manual, and technical instruction; the use of playground, etc." When the brightest minds of the nation assemble in the high mercury days of August to discover the best way to promote the physical welfare of school children, the prospect grows hopeful.

THE system of public education in Argentine Republic has been created within the past thirty years. Catholic parochial schools were the only institutions of learning till the revolution. Since then English speaking people have established strong private schools. But it was the national government, and not the different provinces, as in the United States, that established the public school system. Left to the central government of Argentina, the progress was necessarily slow. At the present time Congress, under the national constitution, has the management of general and university education, leaving the primary education to the individual province. The number of pupils in attendance upon public schools for 1888 was 175,239: a gain of 184,239 over the number in 1864, and about forty per cent. of the present school population of 600,000 people.

THE people of California are to have county high schools. The board of county supervisors may, upon the petition of 100 property owners, order that a vote shall be taken at a general election to determine whether the people of the county wish to tax themselves to support one or more county high schools. Should the voters decide affirmatively, the board of supervisors

within thirty days after canvassing the vote are to locate the school at the county seat. They are to make the necessary arrangements for the construction of buildings and to perform such other duties as may be necessary to put the school in successful working order.

THE graduate students of Johns Hopkins university are forming an organization to be known as the students' association, having for its object the cultivation of closer fraternal relations among graduates; to secure hospitality for students when traveling abroad; to extend the same to foreigners studying in American colleges; to establish a library of international information, and to co-operate the world over in university extension work.

THE beneficial results of industrial training are practically recognized in the new departure in philanthropic work at Burnham Farm, Canaan Four Corners, New York. Thirty-five boys, sent there by reformatories, are being trained in farming and at trades at the same time that they are receiving an education. The enterprise is in charge of young men known as the "Brotherhood of St. Christopher."

A PLAN is being tried in three small towns of Worcester county, Massachusetts, to employ a woman superintendent who spends every third week in each town. Each week she meets the teachers and gives practical talks. Her work is pronounced a success. If this plan could be followed in thousands of other localities, the teachers would realize a benefit in practical teaching that could not be derived from books, institutes, or associations.

R. M. GAMMEN urges the teachers of Austin county, Texas, to organize a reading circle. The county reading circles at the North are turning into county normal schools, meeting monthly or oftener for instruction, a text-book on either the history, principles, or methods of education being chosen. A three years' course is generally fixed on.

SOME unusual legislation has been enacted in Missouri with regard to the licensing of teachers. It removes the

[CONTINUED ON PAGE 460.]

WRITE TO

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Do you know what
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Ignorance is excusable. Look in a dictionary: it will tell you. You shouldn't be blamed for what you don't know, or don't understand. It's what you might know and *WON'T*, that counts. There are so-called automatic desks upon the market—child killers—and other funny (?) things as well.

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Honestly and Economically;
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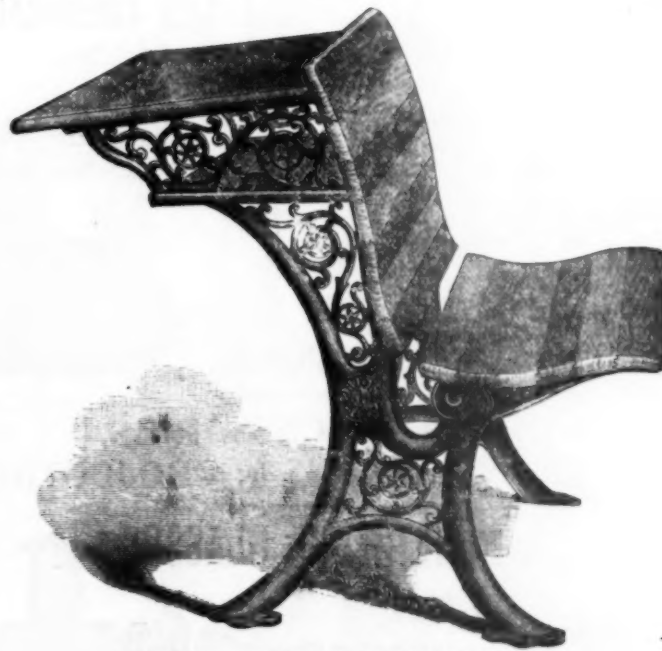
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power from the county commissioners, giving it to a board of institute conductors and examiners of which the county commissioner is a member.

MUSIC will not at present be introduced into the schools of St. Joseph, Mo. The reduction of their school term to nine months will, in the opinion of the board of education, entail too great an increase of work upon the pupils to make any new work desirable. The schools of St. Joseph are too far advanced to omit music from their curriculum.

NEW YORK CITY.

In 1855, the "French Instructor" and the "Pronouncer" were published by Messrs. Appleton. The author of this new method of learning the French language, Prof. George Batchelor, made the first successful attempt to introduce the study of foreign languages in our public schools. He was appointed professor of French in the Normal school under the principalship of Miss Susan Wright, in the Grand street building, and, afterwards, in several of our ward schools. He still holds a place in two of our leading male and female schools.

Not satisfied with this branch of learning, the veteran professor thought that, if the knowledge of French was useful to the American scholar, the learning of English by the members of the French colony was all important.

He set to work and succeeded in founding the class of English for the French in evening school No. 16. Every winter hundreds of Frenchmen come and attend this course.

For those services, the French consul of New York, M. Paul d'Abzac, obtained from the French government the nomination of Prof. Batchelor as *officier d'academie*, a distinction given for eminent literary services. The decoration consists of a rosette and of a palm leaf in silver.

The professor, besides those two volumes for learning French, has written several brochures in English and French, among others, "A History of Teachers' Associations in New York," and the "Unification of North America."

THERE is a change meditated in the organization of the schools. This will give high schools to the upper

grades, and add kindergartens to the lower grades. There will also be an increase both in the number of pupils and teachers. The addition of the kindergarten will bring in a large number under 7 years of age. The high schools by forming a part of the school system will keep pupils in school longer than otherwise.

THE board of education refuse to close the schools on June 30. They will continue open until July 3.

DURING the month of April last there were 6,028 days of absence among the teachers of this city. This was due in part to the prevalence of sickness, and in part to other causes which Superintendent Jasper is determined to put a stop to if possible. There are in round numbers 3,500 teachers in this city, so that during the month of April more than 270 teachers were absent each day from their posts.

THE mechanical drawing done in grammar school No. 41, of which Miss E. Cavannah is principal, is proved by super-position, or placing paper forms upon the drawings, the children of the 8th grade measuring a right angle by the corner of a sheet of paper, and in the higher grades form used in the problems being accurately cut and pasted upon the working lines.

Mrs. M. L. Van Liew, principal of the primary department of grammar school No. 61, has managed to combine the teaching of patriotism with that of sewing. The girls of her first grade have made flags of cheesecloth (an inexpensive material within the means of any teacher), the stitching, felling, and hemming used in the work being done as neatly as if indeed a labor of love.

EDUCATIONAL ASSOCIATIONS.

National Association, Toronto, Ontario, Canada, July 14, 15, and 16. Pres., W. R. Garrett, Nashville, Tenn. Sec., E. H. Cook, New Brunswick, N. J.
American Institute, Bethlehem, N. H., July 6 and 7.
Pennsylvania State, Bedford, July 7 to 9.
Southern Teachers' Assoc'n., Chattanooga, Tenn., July 7 and 8.
New York State Association, Saratoga, July 7-9. Pres., James Milne, Oneonta, N. Y.
Alabama State Association, East Lake, July 1-3. Pres., James K. Powers.

Southern Illinois Association, Mt. Vernon, Aug. 25.
Business Educators' Association of America, Chautauqua, N. Y., July 14-24. Pres., L. A. Gray, Portland, Me. Sec., W. E. McCord, New York.
Northwestern Teachers' Association, Lake Geneva, Wis., July 1, 2, 3, and 4.
South Carolina State Teachers' Association, Anderson, July 1-22. Pres., W. H. Witherspoon, Winston, S. C. Sec., A. Banks, Rock Hill, S. C.
North Carolina State Association, Morehead City, June 16-30. Pres., Chas. D. Melver, Charlotte, N. C.; Sec., E. G. Hurrell, Raleigh, N. C.
Maryland State, Ocean City, July 6, 7, 8. Pres., Prof. Jno. E. McCahan, City Hall, Baltimore, Md.; Sec., Albert E. Wilkerson, Baltimore, Md.
West Virginia, Buckhannon, July 7. Pres., B. S. Morgan, Charlestown, W. Va.
Ohio State Association, July 7-9, Chautauqua, N. Y. Pres., G. A. Carnahan, Cincinnati, Ohio.
New Jersey State Association, Asbury Park.
J. W. Conger, Arkadelphia, Ark.; Sec., E. S. Hewen, Morrilton.
Tenn. State Teachers' Association, Chattanooga, July 5.
South Dakota, Lake Madison, July 7-9.
Oregon, Newport, July 30.
Virginia, Bedford City, July 1-3.
Virginia Colored Teachers' Association, Petersburg, July 8.
Kentucky Colored Teachers' Association, Owensboro, July 7, 8, 9.
East Mississippi Teachers' Association, Corinth, July 2-31. J. G. Wooten, Pres.

SUMMER SCHOOLS.

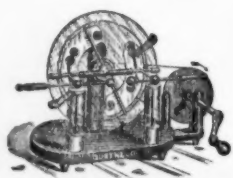
National Summer School, Glens Falls, N. Y., July 21, three weeks.
Martha's Vineyard Summer Institute, begins July 13.
Amherst Summer School, July 7-August 10.
Western Summer School of Kindergarten and Primary Methods, La Porte, Ind. Courses begin June 15 and 29.
Alfred Hall Summer School of English, French, and German, Prudence Island, R. I.
National School of Elocution and Oratory, Thousand Island Park, N. Y., July 6-August 14.
Indiana Summer School of Methods, Indiana, Pa. July 3, three weeks.
Summer School of Languages, Asbury Park, N. J., and Chicago, Ill.
C. E. Holt's Normal Music School, Lexington, Mass., August 4-26.
Mt. Nebo Summer School, Mt. Nebo, Ark.
Chautauqua Summer School of Methods, Pacific Grove, Cal., June 24-July 7. Supt. W. S. Monroe, Manager.
Boston School of Oratory. Summer session of five weeks opens July 6. Prin. Moses True Brown, 7 A Beacon St.
Harvard University Summer School. Address Secretary Harvard University, Cambridge, Mass.
Marine Biological Laboratory, Wood's Holl, July 8-Aug. 26. Address H. C. Bumpus, Wood's Holl, Mass.
Ontario School of Oratory and Elocution, Grimsby Park, Ontario, July 6 to Aug. 15.
Callanan Summer School of Methods, Des Moines, Iowa, July 6-11. Address C. W. Martin, Des Moines, Iowa.
Sea-Side Summer Normal, Corpus Christi, Tex. Four weeks in July. Address Prof. J. E. Rodgers, Dallas, Tex.
Lake Minnetonka Summer School, Excelsior, Minn., July 7, continuing 4 weeks. H. B. McConnell, director, Excelsior, Minn.
Peabody State Normal Institute, Troy, Alabama, August 7, five weeks.
Biological Laboratory, Cold Spring Harbor, L. I. Season of 1891.
North Carolina Teachers' Assembly. Morehead City. June 16-30.
Monteagle Summer Schools, Monteagle, Tenn., opens July 3, continuing from four to eight weeks. Address F. H. Peebles, Monteagle, Tenn.
Southern California Summer School for Teachers.—Santa Monica, California, July 6, August 14.

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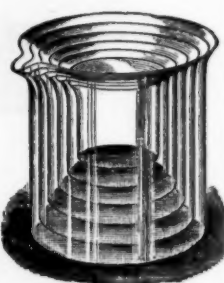


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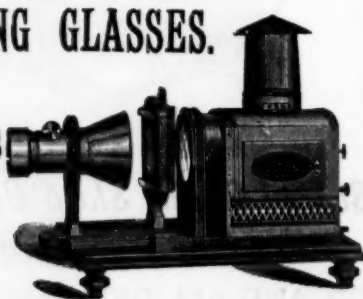
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CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

THE NATURAL METHOD IS RIGHT.

About seven years ago I subscribed for THE SCHOOL JOURNAL for a year. I began to get quite interested in it, when I was offered more paying business than teaching. After two years I returned to school-room work in a city. The superintendent was a good man, willing to listen, and as I had had time to digest your ideas while visiting the schools (I was selling a cyclopedia) I gave him my ideas. He said the ideas were all right, but that the present plan suited the parents. I did not agree with him: I felt the right way would suit them still better.

One day I met a stranger and we talked on education; I gave him my views. He said after hearing me, "You are the man I want; come with me." He proved to be the proprietor of a private school, and I undertook teaching with him on the understanding that I was to have my own plan. About thirty boys were put in my charge, a few being boarding pupils. I had one room for a shop, one for a library (small), a room for chemistry; all the boys were in business—the arithmetic was all real, consisting of transactions of buying and selling, keeping accounts, etc. I had no spelling or grammar. The former was taught in the writing, which was very extensive; in fact, the pen or pencil was always in the pupil's hands. They all learned to draw and paint in water colors. Each made up a "flora" of the plants in the vicinity. They learned to use tools of all kinds; they made apparatus of all kinds. They read enormously, books of travel being the staple diet. The parents soon came to understand the plan and were pleased. The only fault found was, "They are too much interested." In fact I often was obliged to drive them away from the school at night and to forbid their coming earlier than half past eight. A fine was imposed on any one who came before that time.

Soon after beginning here I re-subscribed for THE SCHOOL JOURNAL because it had given me so much aid in this "new departure." The proprietor was delighted with my plan;

it made the school popular; more boys came, having heard of good reports from the pupils. From this I conclude that the same method could be employed in public schools, the only difficulty being in finding teachers, who could teach in this way. I admit it is a harder way in many respects, but then I never had any difficulty in government; all were obedient, all active and busy; the amount of work got out of the boys was really enormous. At one time a map of Europe, 100 feet square, was made in the garden. Another objection is that the parents will not be satisfied. I found them satisfied. The boys could compute, write, keep accounts, tell about the various countries, talk in French, describe a good many plants, tell about steam engines and levers, illustrate faces, make experiments, model in clay, paint and draw, and a great many other things. They recited poetry; were immensely interested in history and travels.

Philadelphia.

REV. R. E. TRIVEN.

"DRESS REFORM" IN THE SCHOOL-ROOM.

I would like to say a few words on the commonplace subject of school dress. Cleanliness is not only next to godliness, but it makes up a very large part of godliness. In order that our school children may be cleanly they either must have new clothes very frequently, or else have clothes that will bear washing.

The limited means of most parents precludes the former and especially when the materials are of good quality. Thus the clothes are worn until they are literally worn out without ever having been washed. Washing would spoil them and this the parents cannot afford. As a result then, in the majority of cases, of dressing school children in expensive materials, and such as will not "wash," we have two very undesirable conditions. First, the children become uncleanly; they know that they are so and are obliged to be so, and this knowledge has a bad effect on their minds. Secondly, by wearing their clothes so long without having them washed, they are very liable to gather and carry all manner of disease-germs, and thus render themselves a source of great danger not only to themselves, but to all with whom they associate.

It seems clear to me, then, that much good could be done if in some way parents could be induced, or were compelled, if necessary, either to change the children's clothes frequently or provide them with clothes that will "wash." If a child is kept clean and is taught to keep himself clean of his own accord, it will be a great step in his real education for the good of the world. Healthfulness, ambition,

and cheerfulness always accompany cleanliness.

What I have said concerning pupils is equally applicable to teachers—not to any regular readers of THE SCHOOL JOURNAL, of course, but to some possibly whom they may know. For many reasons, one would prefer to find a teacher in a plain, clean calico or gingham dress with a nice white apron, instead of a costly silk or satin bearing unmistakable evidences of unwholesomeness.

I confess that no great amount of estheticism is displayed in the writing of this letter, nor does it call directly for such in the reading of it, but it may at least serve to call attention to a reform, if such I may call it, that would undoubtedly secure wholesomeness in more than one respect, and would certainly lessen the danger of spreading dreaded diseases.

Galena, Ill.

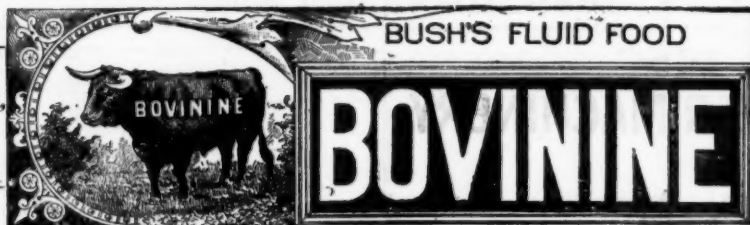
SUPT. J. A. WILLIAMS.

A PUZZLED TEACHER.

We are told that teachers should go into society and make themselves felt there. That is undeniably true; so true that, if I were a plank in a school board, I should insist upon some social training as a requisite. A well-bred teacher has an advantage in a school-room that is by no means as fully appreciated as it should be. Yet how are we to teach, to keep up with the current events of the day, to go into society and mold public opinion, to be always well-dressed, amiable, well prepared, and effective, and at the same time take a college course? There is something wrong somewhere, and I feel it strongly not only for myself, but for many other teachers. A teacher has gone to work with a good grammar school education, has from forty to sixty pupils, finds she is doing poor work, tries to improve, teaches five to six hours, possibly longer—gives two hours, at least, for preparation and professional reading. That is eight hours' brain work of the most exhaustive kind. Then come gentlemen of the school journals and say, "Improve yourself; take up some course of study, read magazines." She does that another hour or more—nine hours. Then says the legislature, "You must be examined every one, two, or three years unless you study and pass 90 per cent. in algebra, higher geometry, trigonometry, etc." These are out of her line of teaching and cannot go into her hours of preparation; she is dependent on her salary and cannot stop; summer schools only give a smattering. Now the kind of torture of this kind that is being inflicted calls for another Bergh. Better resign if she cannot keep up, is

[CONTINUED ON PAGE 264.]

INDISPENSABLE IN
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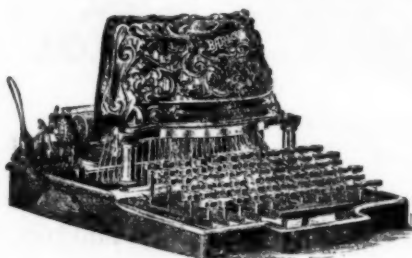
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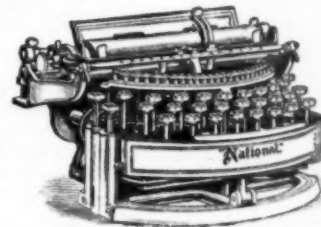
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given as a remedy. But she is such a large proportion of the teachers that the schools cannot give her up; besides she has character and experience of child nature which the novices have not. Something ought to be done in making the examinations apply more nearly to the work.

L. S.

WHY IS IT?

There are many hopeful signs in respect to teaching, but there are some not so hopeful. A commissioner of the New York city board of education declares that but a part of the teachers attend the meetings at which the city superintendents expound the methods and principles of education. The New York state superintendent is obliged to force the teachers to attend the institutes on which \$30,000 is spent each year. This would seem to show that the teachers looked upon their business a good deal as servants do on theirs—to shirk all that they can. It has been supposed that teaching was partly a beneficent act, and that the reward would be in the feeling that a good act had been performed. Is this a mistake? I am afraid there are a larger number than ever that are teaching for money alone, and who will do no more than they can help.

Jersey City.

DONALD FEARSON.

COLORED TEACHERS IN MARYLAND.

Gradually the grade of colored teachers is improving here (Howard county, Maryland). Nearly all the fifteen employed read educational works. The salaries are so low (\$35 per term) that the best teachers cannot be secured. The county appropriates less than \$1,000, a year for support of colored schools. By the last census there are 218,004 colored people in the state out of a population of 1,042,390. The united voices of at least half that number should cause respectful attention. I am at a loss to account for the great amount of prejudice against the black man. The statesmen legislate against him, the preacher preaches against him, and the judge discriminates against him. No matter how loyal a citizen one may be, how patriotic, or how readily one would offer service for the good of the country, yet the giant prejudice ever steps in and denies the full right that should be freely and fully given every citizen without regard to race or color. But I am not discouraged; on the contrary I feel like taking fresh hold and laboring faithfully to hasten the time I feel sure will come when "A man's a man for a' that."

Ellicott City, Md.

CHARLES L. MOORE.

1. What would you do with a pupil who is lazy and tries in all ways he can to annoy me? 2. How would you explain to a first reader class the difference between to, too, and two?

Maples Mill, Ill.

1. Get in sympathy with that troublesome boy if you can. If you were thrown with him in some out-door excursion, you would become better acquainted with each other and no doubt return good friends and his annoyance would cease. You are in a false relation to that boy in some way. 2. It is best never to mention "to, too, and two," to any child in the same connection. Teach the word in connection with the thought, and never allow it to be used in any other way. Teach the sentences containing these words several days apart that the pupil shall not see any connection between them.

There is no kindergarten school in our community. What course of instruction could be followed at home with a child three years of age?

Brownsville, Tenn.

J. R. G.

The Kindergarten Magazine offers valuable suggestions for home work. Material that may be used with advantage at home, is found in Froebel's first, second, third and seventh gifts (worsted balls, wooden sphere, cube and cylinder, first set of building-blocks and tablets).

The reason that I did not answer your former letters was that the price of cotton went down about the time you wrote to me and left me with five bales of cotton not sold. I thought that cotton would go up in a short time. I would sell and send you your price for THE INSTITUTE in a letter in answer to your letters, but in place of cotton going up it still went down. I will sell as soon as cotton goes up to nine cents. I hope you will not be uneasy about the pay if cotton does not go up before my year is out for THE INSTITUTE, I will borrow the money and send it to you.

Statesville, N. C.

Yours truly,

T. M. B.

This letter shows a spirit of earnestness in taking and paying for a school journal that is well worth emulation, among teachers.

Please answer through your columns the following question: Could one study algebra, geometry, botany, and philosophy without the aid of a teacher?

Anselm, Neb.

L. P.

A great deal could be accomplished in these studies without a teacher. It is best to always have some study on hand, and never rest content with present attainment.

Please give the meaning of the following stems: "cor," "fa," "hospit," "mun," "bas," and "nunci."

Akron, N. S.

D.

Cor; cord—heart; concord (agreement of hearts); cor

dial (heart). Fa—speak; affable (easy to be spoken to); preface (spoken beforehand). Hospit—host-guest; hospitable (kind to stranger guests); hospital (a retreat for the sick). Mun—fortify; munition (a means of defence). Bas—low; basement (lowest part of a building). Nunci; nounce, to bring tidings, to tell, announce, denounce (tell fully).

1. Give the correct case forms of these pronouns and reasons for same. (a) A lady entered whom I afterwards found was Miss B. (b) A lady entered who I found to be Miss B.
2. If one person was at the tropic of Cancer and another at Capricorn which could see the sun most during the year.
3. Does the earth rotate more times in a year than there are days in the year, why?

P. T. S.

1. (a) Whom is the object of the transitive verb "found" and must have objective case form. (b) Incorrect form.

2. The one whose sky was the least clouded. There is no astronomical difference.

3. No; a day is the interval of time which elapses between two consecutive returns of the same terrestrial meridian to the sun.

1. If corrections have to be made in the reading class should they be given immediately after an error has been made, or should they be withheld until the paragraph is finished? 2. Should third and fourth reader pupils be required to learn definitions such as are given in some of the leading text-books?

London, O.

F. M.

1. It is usually best to wait till the pupil has finished reading before correction is made. 2. It is much better to develop definitions than to learn them from books. Would never have a dry definition learned till the pupil had been taught to understand the word.

How would you divide, objectively, and why, six by two? Would you divide the six into two bunches or three?

B.

I would divide the six into three bunches, to see how many times I could find two bunches in six bunches.

What is Goldthwaite's Geographical Magazine? Is it of such a nature that it would be especially useful in school, by way of affording the supplementary information needed to make the study of places interesting and concrete?

B. E.

You would find this magazine helpful in bringing fresh material each month of a supplementary character. You can easily secure a copy for examination.

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EDUCATION, March, 1891.

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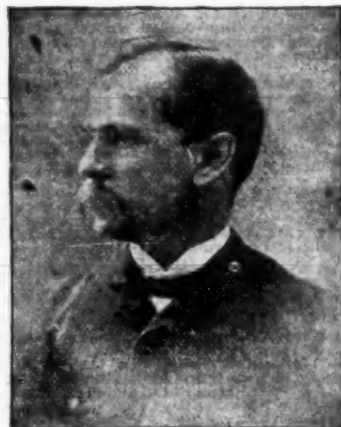


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Who among school people has not heard of Messrs. Thos. Kane Co., of Chicago. They are well-known makers of school furniture and with their immense facilities place quantities of goods all over the country. They are also one of the largest makers of noiseless slates. In looking over their great establishment, the large stock of bicycles and tricycles was noticeable. The firm sells everything from a small wheel for boys to the famous "pneumatic," now attracting so much attention.

What you need is a type-writing machine to help you out with that large correspondence. You are doubtless aware that the "Remington" was the pioneer in this field of labor-saving, and has been in the front rank ever since with all the improvements that money could buy or enterprise suggest.

Music loses some of its charms when the sheets are strewn carelessly around the room, lost, torn, or soiled. This may all be prevented, and the music kept in perfect condition and shape—opening perfectly flat on the piano—by using the Howard Self Music-Binder, made by the Howard Co., 85 Liberty street, New York.

School officers who wish to do the best that can be done toward making their schools both efficient and comfortable should inspect the Andrews globes, tellurians, maps, and charts, and the dove-tailed school furniture of the Andrews Manufacturing Company, 76 Fifth avenue, New York.

Don't try to get along without a type-writer; that would be too old-fashioned. Do you know that the "Calligraph" has a number of desirable features peculiar to itself? The space-bars are on each side of the key-board, where they may be touched by either hand. The mechanism is strong and simple, not liable to get out of order.

Every school furniture house has its own way about making desks and the Cleveland School Furniture Co., is no exception. Instead of using the solid plank for the wood work, they use veneers glued together—this they claim makes a stronger and lighter desk that heat or dampness will not warp. From the looks of their factory it would seem that many other people have this same idea also. They want some good agents.

Do you paint? Or do you decorate? Your attention is advised toward the beautiful and permanent madders of Messrs. Raynolds & Co., 106 Fulton street, New York. Also to their fine enamel colors for producing a hard polished surface on furniture, wicker-ware, and other materials. They sell all materials for artists.

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As well-known a school desk as any manufactured, and as favorably—is the "Fashion," made by Mr. John Loughlin, of Sidney, Ohio. This state turns out a very large amount of school furniture during the year. It is in a close race with Michigan. "Fashion" is found everywhere.

You will never keep up with those letters unless you buy a type-writer. Have you seen the light and durable "Yost," with its permanent alignment and clear-cut letters printed direct from the type, and its wonderfully convenient "pointer"?

As a wise man, do not fail to insure; and do not fail first to carefully investigate the claims of the different excellent companies, and insure in the best. While you are about it, give your close attention to the advertisement of the Mutual Life Insurance Company of New York on another page, and the blank form which they offer for you to fill out.

Bellefontaine, Ohio, among its other industries boasts a manufactory for school desks and church furniture, where the best of materials are used and finished as smoothly as a piano. This is a new firm in the business, but with their push and energy and the class of goods they manufacture, they will surely be heard from.

If you want to stop at a convenient, comfortable, moderate-priced house when in New York, go to the Grand Union hotel, opposite Grand Central depot. It is on the European plan, and you can regulate your expenses to suit yourself. It has recently been refitted nearly throughout, and its accommodations are all first class.

A type-writer you must have. Get one that don't talk back. Investigate the merits of the "Smith Premier." It is endorsed by the Associated Press of New York state. It has a permanent alignment, and all its type is cleaned in ten seconds without soiling the fingers.

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Will you sketch this summer? Don't take so many pencils, they are not needed. Get one good one, Dixon's American Graphite Sketching Crayon 34L. For general use, try Dixon's S. M. Any stationer keeps them, or write to the Dixon Crucible Co., Jersey City, N. J., and say I sent you.

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Teachers and Educational institutions interested in using the latest improved and most efficient apparatus, should send for catalogue of the National School Furnishing Co., 141 Wabash Ave., Chicago, covering every branch of the work. Their specialties are a New Hand Power Dynamo; combined Rheostat, Wheatstone's Bridge and Galvanometer in one; valveless Air Pumps, Static Electrical Machines, Solar Microscopes and Projection Lanterns. Name your wants and get special net prices. Mention this paper.

Chicago is a great city, it runs to big things—they have streets twenty-five miles long and are putting up buildings twenty-five stories high—they have an immense organ factory that turns out I don't know how many organs a day. It is called the Chicago Cottage Organ Co., and their name is well-known throughout the West as makers of a fine sweet-toned instrument, at a very reasonable price. They are now making arrangements to build pianos also. Mr. Fayette Cable, the general secretary, expects big business in that line.

"O, for a pen!" the poet cried; but when he got it he could do nothing with it. So wretched a specimen was this apology for a pen, that the lorn poet failed utterly to express his thoughts. He did wish he had purchased one of Joseph Gillott's steel pens, which took the gold medal at the Paris exposition, 1878. They are sold by all dealers, and manufactured by Messrs. Joseph Gillott & Sons, 51 John street, New York.

Do not complain if your fellow teachers, taking advantage of the agency idea, gradually rise to positions of prominence while you stand still. Wake up to the spirit of the times and write to Mr. Orville Brewer, manager of the well and favorably known Teachers' Co-operative Association, of 70 Dearborn street, Chicago.

In this enlightened age, although people look for style, it is not fashionable to sacrifice to it health and comfort. The most sensible ladies knowing the fact, cordially endorse the Good Sense Corset Waists, for health and comfort, a perfect fit for all ages. Made by Messrs. Ferris Bros., 341 Broadway, New York.

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Summer will not last always and there are chilly days even in July. Don't leave the home or school to become chilly or ill-ventilated. Send for pamphlet, "Recent Advances in the Heating of Schools," to the Boynton Furnace Co., 209 Water St., New York.

That Packer's Tar Soap is a valuable antiseptic is clearly indicated. It should be used for shampooing by every teacher, for her on protection—as well as in every family sending children to school—in view of the contagious character of a prevalent type of premature baldness.

Entertainment is a part of school life, and is combined with instruction in the magic lantern. If you want anything in this line—stereopticons or lantern slides—send for a catalogue to Messrs. A. T. Thompson & Co., 13 Tremont Row, Boston, Mass.

Is Your Shorthand Department a Success? If not, The Phonographic Institute is prepared to place you in correspondence with Teachers of Phonography, to whom, after a searching examination, it has granted Certificates of Proficiency. If you wish a competent teacher send to The Phonographic Institute, Cincinnati, O. Established by Benn Pitman.

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NEW BOOKS.

THE GRAPHIC HISTORY OF THE BRITISH EMPIRE FROM CELTIC TIMES TO THE PRESENT DAY. Illustrated with maps, plans, and tables. London, Edinburgh, and New York: T. Nelson & Sons. 803 pp. \$2.00.

We have the wonderful story of the English people told in moderate space, but with a breadth of plan that takes in their military, political, social, religious, and literary history; in fact, the writer has fully realized what is required of a historian in this part of the Nineteenth century. To one especially who belongs to, or is descended from, this sturdy English race, and speaks the language, the story is an inspiring one. The consolidation of warring kingdoms, the conquest of neighboring ones, the gradual accession of strength, and the extension of English dominion to all parts of the earth, remind one of the rise of Roman power, and merely show how history repeats itself. The history is divided into five periods—Celtic and Roman Britain, The Old English Kingdoms, Feudal Monarchy, Absolute Monarchy, and Limited Monarchy. The maps are numerous, and among the tables are those of the royal families, prime ministers, etc. The chapters are made more attractive by an outline of the contents at the beginning of each chapter. The dates at the sides of the pages do not break the continuity of the narrative, and yet are prominent. In the appendices is the British constitution, a description of British colonies and dependencies, and a resume of recent events.

MURET'S ENCYCLOPÆDIC ENGLISH-GERMAN AND GERMAN-ENGLISH DICTIONARY. In two parts. Part I.—English-German. New York: International News Company.

In this book before us is found the English-German part of this important work, extending from A to Azo. The dictionary is based on the same principles as the French-German dictionary of Sachs-Villatte, yet the superior richness and range of the English vocabulary has necessitated much more condensation. There is a complete phonetic re-spelling of every titled word, the pronunciation being indicated by the system of Toussaint-Langenscheidt. The vocabulary of the English language from about the middle of the Sixteenth century is given, including Shakespeare and Chaucer among the old authors. By a very ingenious system the obsolete, rare, scientific, and technical expressions are indicated, and also such as belong to the language of the uneducated. The vocabulary in copiousness is equal if not superior to most of the English national dictionaries. We have not space to speak of other special points, such as arrangement, etymology, quotations, typography, etc. It is sufficient to say that no important point has been overlooked, and that the work is one that we can recommend to the student.

POTTER'S ADVANCED GEOGRAPHY. Teacher's Edition. By Miss Eliza H. Morton, late teacher of geographical science in the normal department of Battle Creek college. Philadelphia: John E. Potter & Co. \$1.25.

The author of this book (teacher's edition) is a teacher of teachers, and she has introduced into it the methods and devices that she has found valuable in her wide and varied experience. In the good old times the teacher told the pupils that the earth was round like an orange, and followed the text-book descriptions of lakes, rivers, mountains, and islands, little dreaming that the child was getting no more idea of these things than of the mountains in the moon. Miss Morton has, in a very clear and ingenious manner, shown how to impress the facts of mathematical, political, and physical geography on the minds of the children, her aim being to cultivate independent thought, discourage mechanical memorizing, and make the study an attractive one. Her suggestions, diagrams, and illustrations will help along the work in many a school-room, banishing that aridness that often makes geography study such a bore. In treating of the manner of presenting political geography she takes up each country separately, and shows how it may be studied to advantage. Throughout the book man is made the central object, and the earth is studied with relation to his wants. We cannot enumerate all the good points of the book in a notice like this, but would advise teachers to examine it at their first opportunity.

NOTES ON ENGLISH LITERATURE. By Fred Parker Emery, instructor in English in the Massachusetts Institute of Technology. Boston: Ginn & Co. 155 pp. \$1.10.

This book consists of the notes of a series of lectures on English literature. It is therefore a syllabus of the subject, and, while some authors are necessarily omitted, all the principal ones, with notes of their chief works, are included. Much bibliographical matter is given, and there are lists of best books in English and American literature. As a guide to a knowledge of our authors and their works it will take high rank.

HARPER'S SCHOOL SPEAKER. By James Baldwin, Ph.D. Third Book—Miscellaneous Selections. New York: Harper & Brothers, Franklin Square. 1891. 240 pp.

In this volume, which belongs to "Harper's Educational Series," are found a great number of selections on life, nature, labor, recreation, romance and experience, duty, aspiration, retrospection, and resignation, classified in this order. Many of them are famous gems of the language, such as Burns' "A Man's a Man for a' That," Bryant's "To a Waterfowl," Shelley's "Skylark" and "Cloud," Kingsley's "Three Fishers," and Tennyson's "Break, Break, Break!" Others are not so well known, but are just as beautiful as regards literary form and sentiment. Remarkably good judgment has been exercised in making the selections, as we find nothing but what is pure and elevating. The necessity also of choosing such poetical and prose extracts as children would take an interest in evidently has not been a minor consideration. Dr. Baldwin has also included in the book some "Suggestive Programs for Morning Exercises." These need not be followed strictly. They are intended to aid the teacher in preparing something bright and pleasing for the opening of the day, and may be varied according to circumstances.

LONGMANS' SCHOOL GRAMMAR. By David Salmon. New edition, revised. New York: Longmans, Green & Co. 274 pp. 75 cents.

In this grammar there is a wide divergence from the method of treatment of the subject of most grammars, and this is what constitutes its value. The failure in gram-

mars usually is in not presenting the subject from the student's standpoint and overwhelming him with rules and details. In this book the rules have been made subordinate and practice has become the main thing. Undoubtedly the way to learn to use correct English is by practice. We would think it absurd if one should attempt to teach a trade by simply giving rules for doing this and that kind of work. The lessons in "Longmans' Grammar" are at first of the simplest description, as, in a number of sentences, giving the names of countries, persons, things, the words that convey the idea of doing, etc., and proceeding by degrees to things that are harder to understand. Those who are interested in grammar-teaching should examine this book.

FRENCH BY READING: A PROGRESSIVE FRENCH METHOD. By Louise Seymour Houghton and Mary Houghton. Boston: D. C. Heath & Co. 333 pp. \$1.25.

The authors of this text-book have endeavored to make the study so easy as to lead as rapidly as possible to thinking in French. For this reason very little stress has been put upon grammatical rules. These are given as the necessity for them arises and then they are more likely to be understood and remembered. Four stories have been taken as the basis of the work, three of them being by well known authors. With the aid of the vocabulary they furnish, and the grammatical rules the pupil becomes familiar with in the course of a year's study, he ought to be able to read easily any ordinary work. At the end of the book is a very complete vocabulary, and a list of nouns in common use which do not occur in the stories on which the method is based.

HANS ANDERSEN'S STORIES. Newly translated. In two parts. Part II. Boston, New York, and Chicago: Houghton, Mifflin & Co. 205 pp.

The volumes of the Riverside Literature series of which this book is one, have been used in many school-rooms with success. The literary selections are carefully made and well edited, and are not scrappy. Hans Andersen's tales make delightful reading for children. In this book we have "The Snow Queen," "The Flax," "The Nightingale," "What the Moon Saw," "The Toad," "The Emperor's New Clothes," "The Happy Family," and "The Candles." Many teachers will find use for the stories as supplementary reading.

MARMION: A TALE OF FLODDEN FIELD. By Sir Walter Scott. With notes by D. H. M. Boston: Ginn & Co. 1891. 283 pp. 50 cents.

This poem of chivalry and heroism, full of stirring incidents and descriptions of great beauty, has justly held its popularity to the present time and is likely to be widely read for a long time to come. In selecting books to develop the literary taste of young people it deserves no subordinate place. The carefully prepared notes are placed at the foot of the page, where they will be read, instead of at the end, where they would be likely to receive little attention. There is a charming autobiography of the famous author, followed by extracts from Lockhart's "Life of Scott." The map of southern Scotland, and northern England will help the young reader to form an idea of the localities described in the poem.

THE EVOLUTION OF MARRIAGE AND OF THE FAMILY. By Ch. Letourneau, general secretary of the Anthropological society of Paris. Imported by Charles Scribner's Sons, New York. 373 pp. \$1.25.

What more important study than that of man and what more important relation than that of the sexes! In this book the author, a famous French scientist, traces the beliefs and practices of men in this respect through every stage of savagery to civilization. He has endeavored to give the facts clearly and orderly, believing that natural science methods should be applied to social science facts. The topics considered are the biological origin of marriage, the family among animals, polyandry, marriage by capture, marriage by purchase and by servitude, polygamy, monogamy, divorce, the clan, the family in civilized countries, etc. The subject is treated in a truly scientific way.

REPRESENTATIVE IRISH TALES. Compiled, with an introduction and notes, by W. B. Yeats. Second series. Knickerbocker Nuggets. New York and London: G. P. Putnam's Sons. 355 pp. \$1.03.

Those who love wit and humor should read these delightful tales by some of Ireland's best writers. In this volume are "Barney O'Reardon, the Navigator," and Paddy the Piper, by Samuel Lover; "Father Tom and the Pope," by William Maginn; "The Confessions of Tom Bourke," by T. Crofton Croker; "The Knight of the Sheep," and "The Death of the Huntsman," by Gerald Griffin; "Trinity College," by Charles Lever; "The Pig Driving Peeler," by Charles Kickham; "The Hungry Death," "The Jackdaw," and "Darby Dolye's Visit to Quebec," by Miss Rosa Mulholland. This volume of the "Knickerbocker Nuggets" will not be the least popular of the series.

FOR KING AND FATHERLAND—1870. Being episodes from Capt. Karl Tauer's "Erinnerungen eines Ordennapz-Offiziers, im Jahre 1870-71." Edited, with notes, by E. P. Ash, M.A. London and New York: Longmans, Green & Co. 160 pp.

This is one of the little volumes prepared for those teaching German, and preparing for the public examinations. Its convenient size, abundant notes, and large, clear type will make it popular with students, while there will be no lack of interest in the scenes connected with the late struggle between France and Germany described in its pages.

HOW TO SHADE FROM MODELS, COMMON OBJECTS, AND CASTS OF ORNAMENT. By W. E. Sparkes. London, Paris, and Melbourne: Cassell & Company, Limited. 62 pp.

This is a very valuable manual for the teacher or student of the art of shading. Starting with a few simple principles of light and shade, the truth of which can be verified by experiment, the subject is treated synthetically, and all lights, shades, shadows, reflections, and gradations are accounted for. The illustrations, which are numerous, are drawn with the utmost accuracy, and include both outlines and finished drawings. There are geometrical figures, common objects, fruits, etc., and linear and aerial perspective and other points are illustrated. In the appendices are directions for pencil and crayon-shading, and sepi and monotint painting.

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THOMAS NELSON & SONS' "Graphic History of the British Empire" is a fine specimen of compressed, yet complete history adapted to school-room use. Dixon's "Dictionary of Idiomatic English Phrases" is logical and convenient.

THE "Memory and Thought" series of James P. Downes, New York, has received high praise from educators and the educational press. This series of six manuals, pertains to the rational development of the memory and will exert a large influence in favor of a return to natural methods of training.

MANY reading circles have taken advantage of D. Appleton & Co.'s liberal offer and added the books of "The International Education Series" to their libraries. The series includes such standard works as "Sully's Psychology" and "Boone's History of Education."

A GREAT question with many people is how to supply school and teachers' libraries. That question may be satisfactorily answered by addressing a letter to the Cassell Publishing Co. for a circular. They have also French, German, and Latin dictionaries, besides many other useful school books.

STUDENTS of the German and of the English languages should examine Muter's Encyclopedic Lexicon published by the International News Company, New York. It contains the results of the remarkable progress made during the past four years in English and American lexicography.

"THE Economy Class-Book" gives a simple and practical plan for noting the pupils' work, thus saving the teacher's time. Write to the Adams, Blackmer & Lyon Publishing Co., Chicago.

MANY of the publications of Bryan, Taylor & Co., 757 Broadway, New York, are especially adapted to the use of the teacher. Among these are "History of Greece," and the "History of Rome," by Victor Duruy, the celebrated French scholar.

WILLIAMS & ROGERS, of Rochester, N. Y., issue many valuable text-books on book-keeping, arithmetic, civil government, and commercial law.

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W. R. JENKINS, 851 Sixth avenue, New York, has just issued "Sans Famille," "Casia," and other books in the popular "Romans Choisis Series." He has in preparation "Les Proseurs du XIXe siècle," by C. Fontaine; and "The French Verb," by Prof. Schele de Vere. The "Bercy Series" also includes a number of important works.

EVERY literary worker to-day needs to have within arm's reach a good many reference books; otherwise he cannot work to advantage. If he has to leave his seat to consult a dictionary or encyclopædia, he not only loses time, but wastes in the friction nervous energy, which ought to be used in work. All this is saved by having near one's study-table a rotary book-case, such as that made by the Sargent Manufacturing Co., 314 Broadway, New York, or Muskegon, Mich.

The members of the State Teachers' Association at Saratoga July 7-9, will as usual make Congress Hall headquarters. This hotel has won its way into favor by its excellence as a well-kept institution. It is run for the benefit of the traveling public; its proprietor, Col. Clement, has generous ideas about his table and is a model of courtesy. The teachers have come to regard Congress Hall as a part of the educational system of the state, to be visited once a year at least.

Mrs. HALL WILLIAMSON, of Chicago, a lady who has traveled widely, is coming right to the front as a litterateur, besides doing considerable newspaper and periodical work. She is now engaged on a novel of Mexican life that is pronounced by those who have seen the MSS. as being remarkably well written and powerful.

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THE extensive use in schools of the "English Classic Series" of Effingham Maynard & Co., New York, is sufficient proof of their merit. They give the cream of the best writers with biographies, notes, etc. Many others besides teachers and pupils, who wish to become acquainted

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THE UNIVERSITY PUBLISHING Co. have many new and standard publications that teachers would do well to examine. These include Maury's geographies, Holmes' "New Readers," the "Clarendon Dictionary," Venable's arithmetics, Knofloch's German, and Glidersleeve's Latin. The "Clarendon Dictionary" is used in many schools.

CHRISTOPHER SOWER Co., Philadelphia, have among their many excellent text-books. Brooks' arithmetics. These, which include the shorter course, the graded course, and the higher course, are constructed on correct pedagogical principles and are thoroughly practical. Pelton's "Outline Maps," reduced in size, will be found especially useful in the school-room.

In preparing "Potter's Advanced Geography" (John E. Potter & Co., Philadelphia), the author examined hundreds of books, visited many schools, and interviewed many prominent educators both in America and Europe, so that it is the result of the best thought and experience. The teacher's edition contains fifty-four pages of valuable notes and suggestions for the teacher's use.

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DOUBTLESS many of our readers have perused those popular volumes of G. P. Putnam's Sons, contained in the "Heroes of the Nations Series." How the children would devour them if they were in the school library! The life of that wonderful man, Charles Darwin, has lately been brought out by the firm.

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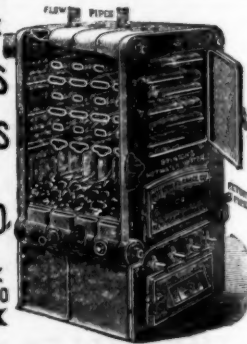
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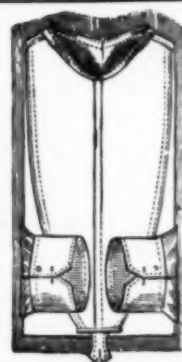
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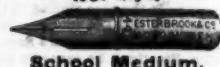
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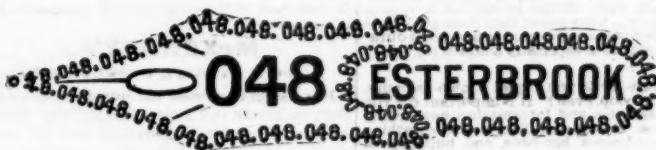
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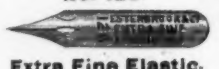


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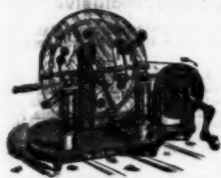
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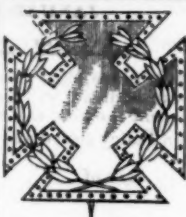
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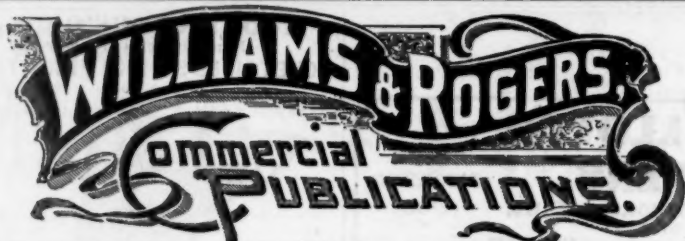
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